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ABSTRACT

This curriculum guide for third-grade teachers contains values-based classroom lessons which are intended to assist students in the development of a positive self-concept and inter- and intrapersonal skills necessary for individual and group effectiveness. Teaching techniques include group dynamics, classroom discussion, use of filmstrips and study prints, pantomimes, role playing, and the solving of dilemmas. Topics treated in the lessons include the following: Getting to Know You, Guess Who's in a Group, What Groups Do I Belong to at School, How Does It Feel to Be Left out, We Are All Alike and Different, Cheating, and Your Folks Won't Mind. Each lesson outline contains purpose, concepts, affective objectives, classroom activities, teaching procedures, guiding questions, evaluation techniques, and lists of materials needed. Appendices include procedures for group discussion and role playing, a bibliography of values reference materials, and a resource list of curricula. The curriculum developers recommend that teachers receive training in affective teaching skills and attitudes before using the guide and that the materials not be used daily, but rather spaced to cover a semester at a time. (Author/RM)

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LEVEL 3

PATTERN OF HEALTHFUL LIVING: LEARNING TO LIVE WITH OTHERS

SP 008 907

Harris County Department of Education
Office of County School Superintendent

FEB 04 1976

PATTERN

OF

HEALTHFUL LIVING

A Values Curriculum

Second Revision

LEARNING TO LIVE WITH OTHERS

LEVEL THREE

Lila Macaluso

HARRIS COUNTY DEPARTMENT OF EDUCATION
Office of County School Superintendent
Carroll Teague - Superintendent
1975

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PROGRESS AND CAUTION

The Pattern of Healthful Living Project was a curriculum development effort funded by the Texas Commission on Alcoholism. The guides were written, subjected to two pilotings and carefully evaluated for content, grade appropriateness, and pupil effectiveness.

Because this is a values based curriculum attempting to effect attitude and behavioral changes in pupils regarding decisions important to youth, the Pattern of Healthful Living staff does not recommend the use of these guides without the requisite teacher preparation. Affective teaching skills and attitudes are imperative if the results the project obtained from piloting can be expected from others who use the material.

The staff recommends these materials not be used daily, but rather spaced to cover a semester of time. Materials are available for grades kindergarten through eight.

The focusing goal of a values-based curriculum is the development in children of a positive self-image. This will set the pattern for utilization of decision making processes which are necessary in a democratic society. If this is kept in mind and teachers are properly trained, we will have taken one further step in humanizing education.

Shirley E. Rose, Ed.D
Project Coordinator

TABLE OF CONTENTS

PREFACE.....xi
A SPECIAL NOTE TO TEACHERS.....xv
CHILDREN LEARN WHAT THEY LIVE.....xvii
INTRODUCTION.....xix

GETTING TO KNOW YOU.....1
LET'S WORK TOGETHER.....5
GUESS WHO'S IN A GROUP.....9
HOW DO I GET IN.....15
WHAT GROUPS DO I BELONG TO AT SCHOOL.....19
HOW DOES IT FEEL TO BE LEFT OUT?.....23
MY GROUPS.....27
WE ARE ALL ALIKE AND DIFFERENT.....29
MY NEW FRIENDS.....35
SHARING WITH MY FRIENDS.....41
CHEATING.....45
I DOUBLE DARE YOU TO.....49
FOUR EYES.....51
"HELLO!".....55
HEY DAD, WHAT ARE YOU DOING?.....59
THIRSTY DOG.....61

YOU PROMISED.....63
OH NO! NOW WHAT WILL I DO?.....67
LOST CHILD.....71
YOUR FOLKS WON'T MIND.....73

APPENDIX

GROUP DISCUSSION PROCEDURES.....79
ROLE PLAYING TECHNIQUES.....83

BIBLIOGRAPHY.....89

INSTRUCTIONAL MEDIA SOURCES.....99

PREFACE

Rationale

Harris County Department of Education conceptualized "Patterns of Healthful Living" curriculum design under the following premises:

1. Belief in the supreme worth and individuality of each pupil.

2. Belief that each person should be aided by educational institutions in attaining his potential as a human being.

3. Belief that each person should be aided by educational institutions for effective participation in a democratic society.

4. Belief that each person can become the person he wants to be and function more effectively in a free society if he is helped to develop a personal rational value system.

5. Belief that one of the important functions of a school in a free society is to help pupils develop and clarify a personal belief system.

6. Belief in a value-based education program as the effective means of assisting pupils into becoming a "rational thinking," "self-actualizing" individual.

Goals

The following broad goals were identified in order to facilitate the ultimate aim of the program as outlined in the proposal to the Texas Commission on Alcoholism: "The ultimate aim will be to have an ongoing program which can be offered to organizations throughout the state, a program which produces individuals with the ability to make responsible judgments on their lifestyle."

The program attempted the following:

1. Assist pupils in the development of a more positive self-concept which helps individuals achieve a more rewarding, enriched life.

2. Assist pupils in the development of rational thinking processes necessary to effective functioning in a free society.

3. Assist in the development and refinement of inter and intra personal skills necessary for individual and group effectiveness.

4. Assist in helping the child understand the values of the society in which he lives and participate effectively in that society.

5. Assist in development of a personal and societal value system, which involves:

   A. Understanding how a value system evolves.
   B. Appreciation of value systems operating in a multi-ethnic society.
   C. Experiences in examination of values both personal and societal.
   D. Experiences in resolution of value conflict and value clarification both personal and societal.

LEARNING TO LIVE WITH OTHERS

A SPECIAL NOTE TO TEACHERS

You are the single most important ingredient to the success of this program. Your attitude toward children will directly effect the valuing process of the children with whom you work

During the course of this study your students will be taking a close look at their value systems, the things they prize and their goals in life. It is essential that they experience this exploration with a feeling of freedom. There are no absolutely right or wrong answers to the questions posed by this material. Rather, it was written to help children develop the ability to think and reason critically, to explore the various alternatives in making decisions, and to provide a safe environment for testing these choices.

In order to provide this atmosphere, you, the teacher must demonstrate that you have a clearly defined value system, unique to you. You must convey that the things most important to you are not necessarily, nor should they necessarily be important to the class. However, according to Ploghoft and Shuster, when a teacher's value patterns are either identical with those of the child or there is a definite striving to understand them. there is a higher level of pupil achievement.

Learn to be accepting and non-judgmental in your attitude toward the child's ideas. Make him feel that his ideas are important. Don't be critical of opinions that are not on the track you desired, but instead, ask guiding questions to

lead the discussion in the desired direction. Keeping a supportive and positive attitude toward the ideas expressed creates the feeling of security and freedom to explore in greater depths.

And remember, a smile, a good sense of humor, a warm and friendly personality coupled with a belief in the respect for the worth and dignity of all individuals, no matter what their ages, will be your greatest assets - not just in teaching this curriculum, but in all of your endeavors.

Lila Macaluso

CHILDREN LEARN WHAT THEY LIVE

Dorothy Law Nolte

If a child lives with criticism,
He learns to condemn.

If a child lives with hostility,
He learns to fight.

If a child lives with ridicule,
He learns to be shy.

If a child lives with shame,
He learns to feel guilty.

If a child lives with tolerance,
He learns to be patient.

If a child lives with encouragement,
He learns confidence.

If a child lives with praise,
He learns to appreciate.

If a child lives with fairness,
He learns justice.

If a child lives with security,
He learns to have faith.

If a child lives with approval,
He learns to like himself.

If a child lives with acceptance and friendship,
He learns to love the world.

PATTERNS OF HEALTHFUL LIVING

Unit III: "Learning to Live with Others"

INTRODUCTION

The main objective and underlying theme of Level III is the broadening of a child's value process from a basically egocentric point of view to a focus on other people in his life. Expanding his self-concept in such a way as to value his own worth and dignity will enable the child to begin to understand the individual differences, the uniqueness, worth and dignity of others. This unit will explore the various groups a child belongs to and the dynamics involved in these group memberships.

Some of the basic value concepts included in developing this theme will be:

I. Understanding the Worth and Individuality of Others

II. Developing a Concern for the Feelings and Rights of Others

III. Exploring the Various Groups One Belongs to and the Rights and Responsibilities that go with Membership in Each Group

IV. Understanding Individualism vs Conformity

V. Developing the Ability to Make Wise Choices and Decisions

Peer Group Relations - Objectives:

1. Identifying various peer groups
2. Getting better acquainted with members of this group
3. Exploring individual differences among group members
4. Making new friends
5. Learning about sharing
6. Developing a sense of honesty and fairness
7. Learning not to "follow the crowd" without using critical thinking
8. Showing concern and consideration for the feelings and rights of others

School Group Relations - Objectives:

1. Identifying various school groups
2. Planning together to develop rules for classroom management
3. Learning the value of being a good listener and observing quiet times
4. Learning to be responsible and to voluntarily accept responsibility
5. Cooperating with class members in performing tasks
6. Showing care and respect for school and classroom property
7. Using good manners in the classroom, in the lunchroom, and on the playground
8. Making new class members feel welcome
9. Learning respect for the authority of adult members of the school group
10. Showing consideration and concern for the feelings and rights of others

Family Group Relations - Objectives:

1. Understanding the roles and responsibilities of family group members
2. Understanding the role of trust between family members
3. Exploring the need of rules to live by
4. Learning about the role of sharing in family work and fun
5. Understanding the basic human need for security - the feeling of well-being
6. Understanding and resolving conflicts between family group goals, peer group goals and individual goals.
7. Showing concern and consideration for the feelings and rights of others

SUGGESTIONS FOR USING THIS PROGRAM

1. This should be a participation experience rather than a vicarious learning experience.

2. Children should be encouraged to take an active role in developing the ideas and presenting the materials.

3. The teacher's role should be one of providing the space, time, and materials needed for each lesson. She will also act as the guiding leader during group discussions.

4. A definite time should be set aside and designated for values lessons. Children learn better when the curriculum is presented on a systematic regular basis.

5. There should be enough time between lessons for the ideas and concepts to be absorbed. Don't try to crowd the lessons into a short time-span.

6. Elicit support for your program from your administrator, counselor and parents. Patterns of Healthful Living should not be a segmented part of a child's life, but fit into all of his life experiences.

7. The materials and suggested activities in this book should serve only to supplement your own imaginative and creative ideas.

8. Provide time to share and plan with your colleagues who are also teaching values. Sharing experiences and ideas will add immeasurably to the success of your program.

9. Try to keep students from feeling that they will be evaluated by their participation in this program. The children will learn to evaluate themselves.

10. Protect children from expressing too much personal information.

11. Be aware of the feelings being expressed verbally and non-verbally.

12. Be careful not to force a shy or nonverbal child to participate. Respect his right to be silent.

13. Try not to make psychological inferences from the children's activities.

14. Protect children from group pressures or personal embarrassment.

GETTING TO KNOW YOU

UNIT 3

LESSON 1

Purpose:

To identify the various peer groups to which each child belongs and getting better acquainted with members of this class group.

Concepts:

Self-identity as reflected through group relationships, choosing freely vs peer conformity, sense of belongingness.

Prerequisites:

None

Terminal Objective:

Each pupil will be able to identify the various groups to which he belongs and verbalize whether he has freely chosen to join each group. He will be able to say something new about each member of these groups that he had not known before.

Enabling Objectives:

1. Each pupil will be given an opportunity to verbally interact with his group, giving him practice in becoming socially competent.
2. Each pupil will become better acquainted and become more comfortable with group members as each shares names and personal information about each member.
3. Verbally the pupils will identify several of the many groups to which they each belong and begin to explore the concept of choosing freely among alternatives by saying how they came to join each group.

Learning Experiences:

1. Ask the group to sit in one large circle on the floor and you join them.

2. Begin by having each person in turn say his name and state something about himself.

3. The next person repeats the name and fact he just learned and adds his own name and something about himself. Continue around the circle, each person repeating all the names and facts stated before him and then adding his own. If the group is large (20 or more) you may have to end the lesson with this experience and continue the rest of the experiences on the following day. You might also divide the class into small groups and let each group go through the activity while the rest watch.

4. Ask the class what the word GROUP means. Accept and encourage responses until you feel they generally know what is meant by belonging to groups.

5. Have them begin to identify the various groups to which they personally belong, (i.e. Scouts, reading, church, family, boys, or girls, etc.) You might wish to list these on the board. Especially help those who feel they don't belong to any groups to identify primary groups.

6. Ask several to state reasons for belonging to each of the groups listed.

7. Ask, "Have you ever wanted to join a certain group and weren't allowed to? Perhaps you were too young, or too big, or too slow?"

8. Allow one or two to share their experiences.

9. Say, "Yes, we've all had some of those feelings. It hurts when we feel we are not wanted. How does it feel when you know for absolutely sure that a group would like for you to join them?"

10. Ask the class to collect or draw pictures of groups similar to those they belong to. They are to bring them to class next time and save them for a future lesson.

11. Close the lesson by saying that you've learned to get to know this group better. Say a few personal remarks you've remembered about several of the children from the getting acquainted exercise. "I now feel I belong

to a new group - this one, and I'm glad I do!"

Materials:

None

Evaluation:

1. Each pupil will get to repeat the names and something about each person in class, thereby getting to know the members of the group better.

2. Pupils will be able to identify at least 5 groups to which he belongs.

3. Pupils should be able to describe feelings of rejection when experiencing exclusion from a group. and also express feelings of well-being when accepted into groups they desire to belong to.

Note to Teacher: Make a note of those who are not participating and who have difficulty with this lesson. Show great care in not forcing any one or over-encouraging pupils to participate. Some may need your special attention in helping to build their self-concept before they are comfortable with participating actively in these lessons. You might ask your school counselor for help with these cases.

Suggestions for Supplementary Materials:

"I Belong Here" and "I'm Somebody Special", What About Me: Dimensions of Personality. Dayton, Ohio: Pflaum/Standard, 1972.

LET'S WORK TOGETHER

UNIT 3

LESSON 2

Purpose:

Practice in group process to formulate a guideline for acceptable classroom behavior.

Concepts:

Group process, class rules, cooperation, interdependence of class members.

Terminal Objective:

All pupils in the class, working together will come up with (1) a set of rules or guidelines to be used in governing their classroom behavior and (2) methods or suggestions to incorporate these rules into practice.

Enabling Objectives:

1. Pupils will hear and respond to the mini-lecture about the importance of rules to guide classroom behavior as presented by the teacher.

2. Each pupil will select a partner and the two of them will select one rule and then join another pair to come up with a list of four rules. Each group of four will join with another group of four to decide on the four rules the eight of them like best and explain why.

3. Pupils in groups of eight will present their list of four rules and reasons along with why they think they should be included in the guidelines to the class. The class will then decide on a list of about 8 to 10 rules to guide classroom behavior.

Learning Experiences:

1. Present a mini-lecture (five minutes maximum) on why you feel rules are needed to guide pupils classroom behavior. (Emphasize these are your personal reasons.)
2. Allow time for discussion and ideas about whether or not the class feels rules are important. If so, why? If not, why not?

3. Ask each pupil to select a partner and go sit down together. The two are to agree upon <u>one</u> rule which would be helpful for guiding classroom behavior.

4. Have each pair join another pair to form a group of four. This group of four is to come up with four rules and reasons why they think they are important and/or necessary. One person in each group should write the rules and reasons down.

5. When all have finished, have each group of four join another group of four to form a group of eight. This new group of eight will decide on the four rules they like best and why. They are to write them down.

6. When each group has decided on its list of four rules, someone for each group will read their list and reasons to the class.

7. The class will review and discuss all of the rules presented and choose the four or five they like best by the process of voting. A class consensus must be reached or individual contracts agreeing to only those rules each feels he can really live by must be agreed upon.

8. Discuss the process of arriving at the final list of rules and ask if the class feels it was a fair way of deciding.

9. Ask how the class could begin using these rules.

10. Let them formulate a plan to put the rules into effect including:

    - How to record them
    - Who should have to follow them
    - When do they apply
    - What should happen if someone doesn't follow them
    - How to evaluate and change them if necessary

11. The plan may be a large group activity or broken down into small groups each devising a plan and then letting the class choose and/or modify the best one.

<u>Materials</u>:

Paper and pencils for each small group.

Evaluation:

The class will decide on a set of rules to guide classroom behavior and a plan to implement their rules. If members of the class are having difficulty abiding by the rules the class has selected, a class meeting a week later to review the rules and the consequences, is needed. Perhaps there are too many rules to remember at first. It is better to begin with a few the class can live by and add others later.

Note to Teacher:

This lesson might do well at the very beginning of the school year with plans to repeat it at mid-term. It can easily be pulled out of order without effecting the lessons before or after it.

GUESS WHO'S IN A GROUP!
Part I and II

UNIT 3

LESSON 3

Purpose:

To promote an increase in children's feelings of self worth; recognition of the different groups they and other individuals belong to; ability to distinguish between groups that individuals belong to voluntarily and those they belong to involuntarily; ability to identify the "shoulds" or norms of different groups; freedom to express and explore their feelings about different groups.

Concepts:

Definition of group, feelings of exclusion and belonging, conformity vs individuality, associations foster identity.

Prerequisites:

None

Terminal Objective:

Pupils will verbalize at a cognitive and a feeling level what it means to be a member of a group. (Their basic understanding of the concept of group will broaden and deepen through the experience of discovering how many groups they have in common with other members of the class, and also how they are very much a unique individual by completing the value sheet, "No One Else".

Enabling Objective:

1. Each pupil will discover his own uniqueness by participating in the Value Sheet Activity, "No One Else".
2. Each pupil will view Parts I and II of the filmstrip, "Guess Who's In A Group?" and identify the groups to which each belongs.
3. Each pupil will discover how many groups he has in common with other class members through participation in the group game activity.

Learning Experiences:

1. Begin the lesson by passing out copies of the Value Sheet Activity, "No One Else" (taken from I'm Not Alone. Dimensions of Personality). Ask them to quietly and quickly fill out the sheet while you read the items orally.

2. When all have finished ask how #12 was answered: "Yes" or "No". If anyone answered "Yes", take a few minutes to be sure he has understood the question.

3. Explain that without even giving his name, each student has revealed his identity through the group he belongs to.

4. Show the filmstrip, "Guess Who's In A Group, Part I.

5. Have the class discuss whether any of them belong to any groups similar to those mentioned in the film.

6. Then have each member of the class, including the teacher name one other group he belongs to that has not been mentioned thus far in the film.

7. Show Part II. (Save Part III for next lesson.)

8. As new groups occur to the class, have someone list the name of the groups on large sheets of paper and post them around the room.

9. Let the class members walk around the room and sign their names to all of the groups titled on the large pieces of paper that he already belongs to.

10. Children will enjoy finding out how many groups they have in common with others in the class.

11. A good follow-up activity would be to have each child write about himself.

Materials:

Filmstrip, "Guess Who's In A Group", projector, recorder, large pieces of paper, felt pens, Value Activity Sheets, "No One Else".

Evaluation:

Pupils will demonstrate an awareness and understanding of groups to which each belongs individually and collectively

acknowledging the groups he has in common with other group members. Pupils will be able to see how their associations foster their identity by completing the Value Activity Sheet and responding "No" to Item 12.

Follow-Up Activities:

1. Have each pupil select a partner and make a list of all the groups they have in common. Partners may be selected randomly by drawing numbered cards from two different boxes and pairing like members.

2. The activity may be repeated several times with different partners.

3. Have pupils in small groups of 4 or 5 decide on a list of groups that are probably permanent and one that lists those that are probably temporary.

4. Have the small groups discuss whether or not this information is important - and if so, why.

5. Pupils will evaluate the idea of self-identity by analyzing the responses to the assignment and writing a paragraph about themselves. These could be displayed on the bulletin board.

Note to Teacher:

1. If you feel your class will have difficulty reading the Value Activity Sheet, "No One Else," you might want to read each item aloud as they respond either orally or in writing.

2. Feel free to cut the items down to 5 or 6, or perhaps let each student choose the 5 or 6 items he wishes to answer. This is especially important if the group is not familiar with some of the terms, like neice or nephew.

3. This lesson has enough content to be easily divided into two lessons.

VALUE ACTIVITY SHEET

NO ONE ELSE

1. I am the son or daughter of _____.
2. I am the brother or sister of _____.
3. I am the nephew or niece of _____.
4. I am the cousin of _____.
5. I am the student of _____.
6. I am a member of the _____ grade.
7. I am a student at _____ school.
8. My special classroom friends are: _____

   _____ _____

   _____ _____
9. I am one of the kids who lives on _____ street.
10. After school I play with _____

    _____ _____
11. I am a member of the following organizations: (Circle any to which you belong)

Cub Scouts	YWCA
Boy Scouts	YMHA
Boy's Club	Little League
Girl Scouts	4-H Club
Brownies	Girl's Club
Blue Birds	Red Cross
Camp Fire Girls	Neighborhood Club
YMCA	

12. Is it likely that anyone else besides you might have filled in this page in exactly the same way? _____

HOW DO I GET IN?

UNIT 3

LESSON 4

Purpose:

Same as lesson 3

Concepts:

Group norms, "shoulds" of groups, sense of belonging.

Prerequisites:

Lesson 3

Terminal Objective:

Pupils will demonstrate a knowledge and understanding of the meaning of group norms or "shoulds" by role playing gaining entrance into an imaginary group.

Enabling Objectives:

1. Pupils will view Part III of the filmstrip, "Guess Who's In A Group!" and form committees to decide on the norms or "shoulds" for various groups already mentioned by the class in the previous lesson and evaluate how they arrived at the norms.
2. Pupils will participate in a role playing experience where they will develop "shoulds" for an imaginary group.

Learning Experiences:

1. Show the class Part III of the filmstrip, "Guess Who's In A Group!"
2. After the film, divide the class into committees and give each committee the title of a group identified in Lesson 3.
3. Have the committees list the "shoulds" for their group, and then consider how the shoulds came into being and who decides what the "shoulds" will be for the group.

4. It might be worthwhile to assign to committees a child who does not belong to the group being discussed. For example, a boy from the Brownies group - joining a committee to which he does not belong, helps the group understand an outsiders viewpoint of that group's norms.

5. Let one member of each group report the findings to his committee.

6. Have the class pretend that they are travelers in a spaceship and that they cannot return to earth because of some mechanical difficulty. They are forced to land on a distant planet which is uninhabited. The role players (whole class) will decide on what groups to form in the new society they are establishing.

7. The pupils are to discuss and then decide on the "shoulds" that will develop for the individuals in the various groups of this new society.

8. Members of the class will decide which of the groups formed they will most want to join and role play forming and joining the various groups.

Materials:

Filmstrip, "Guess Who's In A Group!", pieces of paper with a name of a group printed at the top.

Evaluation:

Pupils will be able to establish group norms for an imaginary group and will be able to role play forming and joining groups.

Follow-Up Activities:

1. Have a visitor come and discuss the group he is a member of, or take a field trip to visit a group that the class has an interest in, but relatively little knowledge. Let pupils explore the norms of that group and discuss any misconceptions they might have held previously about the group.

2. Picture-sorting or classifying games using pictures of people cut from magazines can be done by letting pupils decide how to sort or divide the pictures into piles according to various grouping criteria. Let them discuss what the pictures have in common which make them appropriate for inclusion in a specific group.

3. The class can sort or classify themselves. For example, three short children and a tall child might also be groups as two boys and two girls, etc.

WHAT GROUPS DO I BELONG TO AT SCHOOL?

UNIT 3

LESSON 5

Purpose:

To explore the various school related groups to which each child belongs and discuss the feelings of belongingness.

Concepts:

Self-identity as reflected through group relationships, choosing freely vs peer conformity, sense of belonging.

Prerequisites:

None

Terminal Objective:

Each pupil will demonstrate an awareness of the school group to which he belongs and those to which he wishes to join. In small groups of 4 or 5, pupils will decide on a group they want to join and come up with their own plan for getting into the group.

Enabling Objective:

1. Working in small groups pupils will produce skits or pantomimes of children in school groups.
2. Pupils will explain verbally the meaning of their skits, thereby gaining a deeper understanding of the functions of people in groups.
3. Pupils will orally or in written form describe groups in school to which each belongs and those to which he wishes to belong.
4. Pupils will list the necessary requirements for membership in each of the desired groups.
5. Pupils will write or orally describe his plan for getting into these desired groups.

Learning Experiences:

1. Explain to the class that this new unit is about school and classmates and how we learn to live with others in school.

2. Ask for several pupils to volunteer to do a very short pantomime about a school group while the rest of the class guesses what group they are pantomiming.

3. Have several other groups do pantomimes of other group activities related to school and let the class guess.

4. Pass out paper and pencils to each class member.

5. Ask them to begin thinking of all the groups to which they now belong in school, or those to which they have belonged in the past.

6. Let several pupils list orally the groups they've been thinking of.

7. Next have the class list on a piece of paper any groups to which they would like to belong, but do not belong to now. They can list as many as they want to, but encourage them to think of at least one.

8. After a reasonable time, ask them to list the requirements to get into each group they listed in #7. Give an example of what you mean by having someone give the requirements for:

    1. The Brownies
    2. The top reading group
    3. Others they may mention

9. Help individually those who are having trouble with this part.

10. Next have them list a plan of action for getting into the group or groups they desire to join.

11. Ask for volunteers to read one group they wish to join, the requirements, and their plan for joining it.

12. Collect the papers and keep for a future activity.

13. Ask the class what the word "belonging" means and how it feels to belong.

14. Ask should you choose your groups just because your friends are in it?

15. Continue collecting pictures of groups with whom children can identify.

    Allow time for discussion of free choice vs peer conformity.

Evaluation:

Each pupil will be able to demonstrate an awareness of the school groups to which he belongs by listing orally the groups available to him, those he would like to join, and those to which he already belongs. Each pupil will choose one group from his list and develop a plan for joining the group; thereby, demonstrating his understanding of the requirements for norms of the group.

Materials:

None

HOW DOES IT FEEL TO BE LEFT OUT?

UNIT 3

LESSON 6

Purpose:

Practice in problem solving while exploring the value concept of acceptance of others.

Concepts:

Feelings of being left out, acceptance of others, understanding, compassion, loneliness.

Prerequisites:

Before planning this lesson you might want to read the decision making process as presented in Lesson 10 and 11.

Terminal Objectives:

Pupils in groups of 4 or 5 will reach a solution to the problem either verbally or in written form. Each group will explain step by step the process used in arriving at the solution.

Enabling Objectives:

1. Pupils in small groups will explore the feelings and attitudes connected with the acceptance of others by defining the problem as shown in one of the two prints.
2. Pupils will seek solutions to the problem by suggesting alternative ways of solving it.
3. Pupils will evaluate the suggested alternatives for solving the problem by exploring the consequences of each choice.
4. Pupils will each decide on which solution is the best one for this problem and state it either orally or in written form and then arrive at a group consensus.

Learning Experiences:

1. Show the class the value study prints called "Discrimination."
2. Ask the class what they think is happening in each picture.
3. Ask how they think the boy sitting by himself is feeling. Why is he feeling that way?
4. Ask if anyone has had this same feeling and if he or she would tell the rest of us about it.
5. Divide the class into small groups of 4 or 5 and have them explore as many solutions to the problem as they can think of and have one person in each group write them down on a piece of paper.
6. When all groups have had enough time to think and write several suggestions, then ask them to discuss the suggestions and decide on the one they think is best.
7. Remind the groups that they are to express not just opinions but the reasons why they think the solution is the best one.
8. When all the groups have had a reasonable amount of time, ask for one member from each group to come up to the front of the room and one at a time state the solution their group felt was best and the reasons they felt so.
9. Have a class recorder list the solutions on the board.
10. After all groups have been heard from, ask the class as a whole to look over the new list and decide which of the solutions presented is the best one.
11. Vote on the solutions and select the suggestion for solving the problem that most of the class feels is best.
12. Have someone volunteer to list orally the step by step process that was used to reach a decision in this problem.
13. Ask the class if they can think of any other ways for our class to explore this particular problem.
14. Remind the class to continue bringing pictures of of groups for a future project.

Materials:

Study Prints - BFA-219004-219005
"Discrimination"

Evaluation:

Each pupil will demonstrate an ability to solve a value-related problem by using the group problem solving process presented in this lesson. They will begin analyzing other methods using the second study print on discrimination as the problem situation. Teacher will want to analyze solutions presented to determine if pupils are moving to higher levels of "moral reasoning". Discussion of the problem solving process should follow the decision.

Follow-Up Activities:

This lesson lends itself beautifully to dramatization, either puppetry or role-playing.

Note to Teacher: If you notice that there are several responses like, "He doesn't mind!" perhaps reading the fable The Fox and the Grapes would help the class see that people who do "mind" sometimes just say they don't mind.

MY GROUPS

UNIT 3

LESSON 7

Purpose:

To continue exploring the various groups to which each child belongs and to build group cohesiveness through large and small group activities.

Concepts:

Increased awareness of self-identity as reflected through group relationships, feelings of belonging and of being accepted.

Prerequisites:

None

Terminal Objectives:

Each pupil will develop a clearer awareness of the various groups to which he belongs, and that each person belongs to many groups, through the use of posters as illustrative examples.

Enabling Objectives:

1. Working individually pupils will produce posters of "people in groups".
2. Pupils will verbally explain the meaning of their posters, thereby gaining a deeper understanding of the function of people in groups.
3. Pupils will arrange individual posters into a group collage which will represent an expanded meaning of group belonging.

Learning Experience:

1. Have the members of the class use the pictures they have collected of various people in groups to make an individual poster or collage. This poster should depict groups with which pupils can identify in terms of their own actual membership.

2. Be sure to have old magazines and newspapers, scissors, and paste around for those who need them.

3. Have several volunteers show their posters and explain what each picture represents.

4. Ask them a few clarifying questions about their poster such as:

   Are there other groups you belong to?
   How long have you beem a member of each group?
   Did you freely choose to join each group?
   Which one?
   Are you glad to be a member of the different groups you have shown us?
   Would you change the group in any way? How? Why?

5. Put individual posters together to make a class group collage.

Materials:

Old magazines, newspapers, art paper, scissors and paste, markers for labeling.

Evaluation:

Pupils will be able to identify the various groups to which they belong either verbally or graphically including the following items:

1. Length of time of membership
2. Whether or not the groups were freely chosen
3. Their happiness about being a member of the various groups to which they belong.

Note to Teacher: This lesson is important enough that additional time should be found to enable each member of the class to show their individual posters and respond to the value clarifying questions. Perhaps you will decide to make two lessons of this one.

WE ARE ALL ALIKE AND DIFFERENT

UNIT 3

LESSON 8

Purpose:

Recognizing and respecting the individual differences in people.

Concepts:

Worth and dignity of individual; sense of individuality along with belonging; respect; working together in a group.

Prerequisites:

None

Terminal Objective:

Children will be able to identify and verbalize how people are alike and different, by describing likeness and differences observed in class members and evaluating the value of those likenesses and differences

Enabling Objectives:

1. Each pupil will hear and respond to the message of the poem "Different" indicating an awareness of its meaning.
2. Each pupil will demonstrate how people are both alike and different by comparing the teacher with one student.
3. Each pupil in small groups (4 or 5) through buzz group interaction will reach agreement on questions provided by the activity sheet which explores individual differences among its members. (See Appendix for group procedures.)
4. Each pupil will interact through class discussion and choose the person who best fits into each category on the activity sheet in order to discover that the class is but a large group made up of smaller groups...

Learning Experiences:

1. Read the poem, "Different" by Jo Carr.

2. Ask pupils what they think the poem means.

3. "What do you suppose the poet meant by saying that we're all as different as we can be?"

4. Use value clarifying questions whenever possible to get the children to explore more deeply their reasons and feelings behind their responses. (See appendix for clarifying questions.)

5. Ask a child to come up and sit or stand beside you and ask the rest of the group to list as many ways as they can illustrating how the two of you are alike - then how you are different.

6. Divide the class into groups of 4 or 5 and pass out to each the group activity sheet, "WHAT PERSON IN THIS GROUP": (Taken from What About Me: Dimensions of Personality by Carl Fischer. Pflaum/Standard, 1972.)

7. Let students discover the answers to the questions by carefully examining the members of their small group. Some competition will probably develop over the questions about the scariest face and biggest grin. Reaching agreement on such issues helps develop interaction in the small groups.

8. When all groups have finished, you might want to bring them together as a large group and let them report on the results of their survey.

9. Perhaps the class could arrive at a concensus by choosing one person from all of the groups who best fits each question category.

10. Emphasize that the whole class is just a large group made up of small groups.

Materials:

Activity sheets WHAT PERSON IN THIS GROUP: for each 4 or 5 students in your class. (Use master included in lesson.)

Evaluation:

1. Individually, pupils will be able to verbalize how people are alike and how they are different.

2. Pupils will be able to recognize the individual differences among members of their group by responding to the class activity sheet "What Person In This Group".

3. Pupils will discuss why differences are desirable or undesirabe. Each pupil should be asked to defend his answer.

WHAT PERSON IN THIS GROUP*

_____ 1. Has the darkest eyes?

_____ 2. Has the longest name?

_____ 3. Could hide in the smallest place?

_____ 4. Has the biggest hands?

_____ 5. Has the oldest brother or sister?

_____ 6. Can give the biggest smile?

_____ 7. Can make the scariest face?

_____ 8. Has the most brothers or sisters?

_____ 9. Has the fewest brothers or sisters?

_____ 10. Has the lightest hair?

_____ 11. Has the most freckles?

_____ 12. Can make the highest mark on the chalkboard without jumping?

_____ 13. Is wearing the most colors?

_____ 14. Has the longest hair?

_____ 15. Has the shortest name?

_____ 16. Has lived in the most places?

_____ 17. Has had the most pets?

_____ 18. Can hum the lowest note?

_____ 19. Has the smallest waist?

_____ 20. Can stand on one foot the longest without holding on to something?

3-34

* Used with the permission of Pflaum/Standard, "Dimensions in Personality Series."

MY NEW FRIENDS

UNIT 3

LESSON 9

Purpose:

To evaluate the process of choosing new friends

Concepts:

Identifying unique qualities and the worth and dignity in individuals; need of belonging; trust relationships.

Prerequisites:

Please read the role playing techniques presented in the appendix.

Terminal Objective:

Each pupil will be able to verbalize how he chooses his friends and their importance in his life by participating in the role playing situation "My New Friends".

Enabling Objectives:

1. Each pupil will hear the role playing situation as read by the teacher.
2. Each pupil will react to the situation by taking a part in role playing an ending to the situation.
3. Each pupil will begin to evaluate new friendships as to their importance, quantity vs quality; and relation to trust by responding to the clarifying questions after each enactment.

Learning Experiences:

1. Read the role playing situation "My New Friends" to the class.

2. Discuss the story. Ask questions about how each girl felt. What was each thinking about the other?

3. Ask what would you do if you met a new girl or boy and you weren't too sure you liked her or him.

4. Explain that each one will have an opportunity to take a part in acting out an ending to the story.

5. Choose players who wish to participate; encourage, but do not insist that all participate.

6. Ask two children to come up and pretend to be friends going for a walk together.

7. Ask another child to be a stranger acting rude or angry.

8. Stop the action and ask the class what the friends should do.

9. Have the players try out one of their suggestions.

10. Stop the action and ask the players if they were satisfied with the suggested ending.

11. Respond to the enactment with positive statements, commenting on how well they got into the spirit of the play, etc.

12. Ask for another group of volunteers who have different ideas on how the story should end. Try to choose those who haven't had a turn yet.

13. Continue until all who wish to participate have done so at least once.

Materials:

Role playing sheet, "My New Friends".

Evaluations:

1. Ask the group which ending they preferred and why.

2. Use several of these clarifying questions to evaluate the process each child used when meeting new peers and

and choosing new friends:

- What is a friend?
- Is it important to have friends?
- How many friends do you need?
- Do you choose your friends or do you get them by accident?
- When you meet someone new for the first time, how do you decide whether or not you would like to have that person for a friend?
- Do you need to make new friends?

"MY NEW FRIENDS"

Role Playing Situation

Almost every afternoon after school, Janet, Sue and Carol get together to play. Sometimes they play in Sue's backyard and sometimes they ride their bikes down to the back of the subdivision. There are several new houses being build and the girls park their bikes and watch the workmen busy at their jobs. Carol liked the way the bricklayers very carefully placed brick after brick in nice clean rows. She would love to help - it looked like such fun! The other two like to scout around the left-over pieces of lumber looking for scraps that they could use in their clubhouse behind Sue's house.

Today the three girls had decided to go down to the construction office and watch a big truck unload and stack some new brick. While they were watching, four more children wandered up and were also watching the men unload the truck. Janet couldn't help but wonder where this group of kids came from. She couldn't remember seeing any of them around before. She watched as the new group laughed and joked when one of the workmen slipped and dropped several bricks. She couldn't see anything so funny about the incident. Sue and Carol were calling her to leave when one of the new girls walked up to her.

It was the same girl who had laughed at the workman who had slipped. Janet didn't want to be rude, but for some reason she really didn't want to talk to this new girl. What should she do? Should she stay and talk to the new girl, or run and catch up with her friends?

SHARING WITH MY FRIENDS

UNIT 3

LESSONS 10

Purpose:

To introduce the decision - making process through class group discussion

Concepts:

Steps in the decision - making process, give and take in interpersonal relationships, sharing, care and respect for personal property.

Terminal Objective:

Pupils in the class group will work together to reach a solution to the problem presented by the story, either verbally or in written form. The group will explain step by step how it arrived at the solution.

Enabling Objectives:

1. Each pupil will hear the story, "Sharing With My Friends" and join in the discussion following it.
2. By participating in a class group exercise designed to reach a solution to the problem, each child will either verbally offer a suggestion on how the boy in the story could solve his problem, or internalize the thoughts given verbally by others to help him sort out his own ideas.
3. Each pupil will experience the step by step process used to reach the solution and be able to verbalize how the class finally arrived at it's decision concerning what the boy should do.

Learning Experiences:

1. Introduce the story by asking the class the meaning of the word sharing. Encourage a free and open discussion so that children will not be embarrassed about expressing their opinions.

2. Then say, "The boy in the story has a problem and needs help. Listen carefully to the story and see if you can come up with some ideas that may help him solve his problem."
3. Read the story, "Sharing With My Friends".
4. Have the group respond to the general feeling of the story.
5. Ask for someone to state the problem. It may take several responses before a clear definition of the problem is elicited.
6 Next, ask for ideas on how the boy can solve his problem. Jot down the ideas on the chalkboard or overhead and continue until ideas are exhausted.
7. Have the class look at the list and choose those that are more suitable to solving the problem.
8. Ask, "How can we decide which are the most suitable of all the answers?"
9. Select the most popular suggestion or offer one (like voting) if none is forthcoming.
10. Have the class choose the most suitable solution.
11. Next have the group discuss the step by step process they used in reaching their final desision. This is very important because it builds the basis for future practice in the decision making process.

Note to Teacher:

If time permits, the lesson may be expanded into two lessons by repeating the story and having several small groups volunteer to role play a suggested ending or solution. Follow steps 8-11 above after all groups have finished.

You might want a student who is a good reader to read the story to the class.

Evaluation:

The class group will demonstrate an ability to use the problem solving technique to reach a decision and be able to relate the step by step process used to arrive at the decision.

Materials:

None

SHARING WITH MY FRIENDS

I have this problem I would like for you to help me with. I guess it's a problem we all have, but mine seems to be really bugging me.

You see it's like this. I've got really neat parents; really super most of the time. They let me do fun things and buy me real nice toys and stuff to play with. For example, last week was my birthday and I got a new bike, just like I always wanted. I also got some model cars and planes. I'm really proud of my things and I try real hard to take good care of them. Dad says he's proud of the way I treat my toys.

Well - yesterday two of the boys who live on my block came over to play. They had come over once before and I didn't like the rough way they treated my stuff. One kid broke the wing off of my blue fighter plane because he threw it down the stairs to see if it would fly! What a dumb thing to do with a plastic model! They even left without helping me put away all the toys they had taken out. Boy was I mad.

Anyway - they came over again yesterday and wanted to play with the new stuff I'd gotten for my birthday. I said, "no", and they said, "Why not?" And I told them that I wanted to keep my new toys nice and that they didn't know how to play with things without breaking them all up!

Well we soon got into this big argument on the front porch. Mom came out to see what the fuss was all about. When I told her she said that I needed to learn to share my things if I wanted to have any friends over to play. I was so mad, I could've cried. She didn't even take up for me.

I know it's nice to share, but isn't it also important to take care of your belongings? I do want to have friends over - but I also want to keep my toys and stuff from getting broken up.

I don't know what I should do.

What do you think I should do?

CHEATING

UNIT 3

LESSON 11

Purpose:

Practice and reinforcing the decision making process introduced in Lesson 5.

Concepts:

Honesty, sense of fair play.

Prerequisites:

The decision making process as presented in Lesson 10.

Terminal Objective:

Each pupil will demonstrate the ability to solve a value-related problem by using the group problem solving process presented in this lesson.

Enabling Objective:

1. Pupils in small groups will explore the feelings and values connected with honesty by defining the problem as shown on the study print.
2. Pupils will seek solutions to the problem by suggesting alternative ways of solving it.
3. Pupils will evaluate the suggested alternatives for solving the problem by exploring the consequences of each choice.
4. Each pupil will decide on which solution is the best one for this problem and state it either orally or in written form. The group, by consensus will then decide on one solution.

Learning Experiences:

1. Show the class the value study print "Cheating."

2. Ask them, "What is happening here?"

3. Ask, "Is cheating like lying and stealing?" "How?" "How do you think the boy feels about cheating? How do you think his friends might feel about him when they find out he cheats?"

4. Discuss what you would do if you caught a friend cheating on you in a game?

5. Divide the class into small groups of 4 or 5 and have them explore as many solutions to the problem as they can think of and have one person in each group write them down on a piece of paper.

6. When all groups have had enough time to think and write several suggestions, ask them to discuss the suggestions and decide on the one they think is best.

7. Remind the groups that they are to express not just opinions, but the reasons why they think it is the best solution.

8. When all the groups have had a reasonable amount of time, ask for one member from each group to come up to the front of the room and, one at a time, state the solution their group felt was best and the reasons why.

9. Have a class recorder list the solutions on the board.

10. After all groups have been heard from, ask the class as a whole to look over the new list and decide which of the solutions presented is the best one.

11. Vote on the solutions and select the suggestion for solving the problem that most of the class feels is best.

12. Have someone list the step by step process that was used to reach a decision in this problem.

13. Explain that this is one method which can be used when faced with a problem which requires a decision.

Materials:

BFA Study Print - 218004, "Cheating"

Evaluation:

Pupils in groups of 4 or 5 will reach a solution to the problem either verbally or in written form. Each group will explain step by step the process used in arriving at the solution.

Follow-up Activities:

Show the Guidance Associates filmstrip, First Things: Values, "That's No Fair".

I DOUBLE-DARE YOU TO

UNIT 3

LESSON 12

Purpose:

To raise a decision - making issue which will allow pupils practice in making a rational decision based on their knowledge of the decision-making process.

Concepts:

Honesty, role of peer pressure on decision-making process, sharing.

Prerequistes:

Role playing techniques, decision-making process

Terminal Objectives:

Through role play, or by verbally stating how Bobby should resolve his dilemma, each pupil will demonstrate his ability to make a rational decision.

Enabling Objectives:

1. Each pupil will view the filmstrip/cassette "I Double Dare You To"
2. Each pupil, own his own, will decide what Bobby should do. Pupils will demonstrate these decisions through role playing or verbalizing the action Bobby should take.

Learning Experiences:

1. Begin the lesson by asking the class if they have ever had someone dare them to do something they "kinda" felt was wrong?
2. Let several cite their experiences and the consequences.
3. Introduce the filmstrip, "I Double-Dare You To", by saying that the boy in the film has the same problem.

4. Show the filmstrip/cassette.
5. Have the pupils discuss what they feel Bobby should do and why they feel that way.
6. Ask pupils to discuss the feelings they think each of the boys probably had in the situation. Ask if they think the feelings might influence the decision. How?
7. Let the class discuss the play and ask for as many other inactments as time will permit.
8. Be sure to encourage free expression by accepting whatever decision a child makes, if he can justify it with sound reasoning and a realization of the consequences of his decision.
9. Have the class review the step by step process used in making good decisions.

Materials:

Slides, audio tape and projector for "I Double Dare You To".

Evaluation:

1. Each pupil will be able to state his feeling about what Bobby should do.
2. Each pupil will also be able to verbalize the consequences of the decision.
3. Those pupils who are undecided as to what Bobby should do will grow in their ability to make rational decisions by listening to the process used by other pupils who do make a decision.

FOUR EYES

UNIT 3

LESSON 13

Purpose:

Practice in problem solving while exploring the responsibility associated with concern and respect for the feelings of others.

Concepts:

Concern and respect for the feelings of others, understanding, insight.

Terminal Objective:

Each pupil will be able to define the problem, offer solutions, and evaluate the alternatives in light of the consequences of each suggested solution. Each pupil will select the solution he feels is the best one.

Enabling Objectives:

1. Pupils will explore the values and problems associated with concern for others' feelings by first defining the problem shown on the study print.
2. Pupils will seek solutions to the problem by suggesting alternative ways of solving it.
3. Pupils will evaluate the suggested alternatives for solving the problem by exploring the consequences of each choice.
4. Each pupil will decide which solution is the best one for this problem and state it either orally or in written form.

Learning Experiences:

1. Show the class the value study print "Four Eyes".
2. Ask the class what they think is happening here and the guiding questions presented on the back of the print listed under "Problem Definition".

3. Ask questions:

   "If you were being teased, what would you do?" "How would you feel?" "If you were with a group who was teasing someone, what would you do?"

4. Then ask how might this problem be solved. Encourage many responses and list the suggested solutions on the board.

5. If the class is having difficulty arriving at solutions, ask the questions on the back of the print under "Seeking Solutions".

6. Have the pupils look at the list of suggested solutions and as you read each one, ask someone to give reasons why they think that suggestion would be the best one. If no one volunteers then say that perhaps you feel this is not the best solution and go on to the next.

7. Next have someone state what would probably happen if we decided to choose each suggestion - go through the list again.

8. Now is the time for each child to make a decision. Let each choose the solution he feels is the best one and respond orally or in writing the reasons for his choice. and what he thinks will probably happen as a result of that choice. This is the most important step in the experience. Be very careful not to judge or evaluate the responses by comparing them to your own choices. The practice in making choices and the process is more important at this time than the choice itself.

Materials:

BFA Study Print - 218005, "Four Eyes"

Evaluation:

Each child will demonstrate an ability to solve the value-related problem, "Four Eyes," by using the problem solving process presented in the lesson. (Teacher can judge from student participation.)

Follow-Up Activities:

1. Explore the question, "Why is it important to understand the needs of others?"

2. Read stories related to the consideration of the feelings of others.

"HELLO!"

UNIT 3

LESSON 14

Purpose:

To provide an opportunity for the pupils to experience and express how it feels to be left out.

Concepts:

Friendship, respect for the feelings of others.

Prerequisite:

Knowledge and understanding of decision making process as presented in Lessons 6, 10, and 11.

Terminal Objective:

Each pupil will be able to express how it feels to be left out and now he or she can help new comers feel more comfortable, by participating in the "Left-Out" game. At the end of this lesson the class will be able to produce a policy statement governing the treatment of new comers.

Enabling Objectives:

1. Each pupil will hear and respond to the paragraph "Hello".
2. Each pupil will participate in the game of "Left Out" and
3. Each pupil will respond to questions on how it feels to be left out and how one can make a newcomer more comfortable.
4. The class as a group will develop a policy statement on the treatment of newcomers by means of brainstorming ideas and then using the decision making process.

Learning Experiences:

1. Read the paragraph entitled "Hello" involving a new girl who was trying to make friends with some of her new classmates.

2. Ask the class how it feels to be left out.

3. "Lets play a game called 'Left Out'. I need a small group of children (4 or 5) to pretend to be busy having fun and I need one other child to pretend to want admittance to the group. The new girl is to try to talk her way into the group; who would like to volunteer?"

4. After each group has played the game ask each player how he or she thinks the one left out felt.

5. Then ask the player who was left out how he or she felt when the group wouldn't let him in.

6. It is helpful after the lesson to remind the class that we were all just pretending and that there were no real intentions of hurting anyone's feelings.

7. Ask how we can be more respectful of the feelings of a new person. What ways can we make the new person feel more comfortable?

8. List the ideas and have the class come up with a concensus from which a policy regarding the treatment of newcomers will be produced.

9. Have the class explain the step by step process used to arrive at the new policy.

Evaluations:

1. Each pupil will express how it feels to be left out of a group he had wished to join.

2. Each pupil will experience, through role-play, excluding a new person from the group and then express how the outsider felt, thereby exploring the feelings of others.

3. Each pupil will verbalize ways to make the new person more comfortable and how each can show respect for that new person. Each will participate in drawing up a class policy regarding the treatment of newcomers. (This may take the form of an illustration or a simple paragraph. Pupils may wish to post this on the bulletin board.)

Materials:

None

"HELLO"

One day last week we had a new girl to check in to our class. Her name is Elizabeth Williams and she appears to be a good student. She is a nice looking girl with long dark hair and blue eyes.

I'd like to tell you what happened to Elizabeth yesterday during P.E. It seems that 3 or 4 girls were getting ready to play a game of Four-Square and Elizabeth walked over and asked them if she could join in. The girls said that they didn't want her - that the group was closed and to go find something else to play. Elizabeth looked very hurt and like she was about to cry. But all she did was say okay and walk off.

HEY DAD, WHAT ARE YOU DOING?

UNIT 3

LESSON 15

Purpose:

Introduction to the family group unit and understanding the roles and responsibilities of family group members.

Concepts:

Interdependence of family relationships, sex role identity, cooperation among family members.

Terminal Objective:

Each pupil will demonstrate a knowledge and understanding of the roles and responsibilities of each family member by briefly writing an analysis of the role responsibilities of each family member studied.

Enabling Objectives:

1. Pupils will view the filmstrip and respond orally to concepts presented.
2. Each pupil will list the roles and responsibilities he personally assumes in his family.
3. Pupils will begin to explore the wide variety of roles held by class members and try to understand the importance they hold for each child.

Learning Experiences:

1. Begin the lesson by showing the filmstrip presentation, "Hey Dad, What Are You Doing?"
2. Discuss what was learned about family roles or jobs during the film.
3. Make the general statement to the class: "Fathers shouldn't be expected to work around the house because they work all day at their jobs."

4. Ask for those who believe this to be a true statement to raise their hands.

5. Ask for those who believe it is not true to hold up their hands.

6. Then ask: "What do you feel a father's role around the house should be?"

   Let a volunteer answer the questions by making a statement.

7. Then ask several or all of the following value clarifying questions taken from Values and Teaching by Raths, Harmin, and Simon.

   a. Where do you suppose you got that idea?
   b. How long have you felt that way?
   c. Was it a hard decision?
   d. Did you consider another possible alternative?
   e. Are there reasons behind your choice?
   f. Just what is good about this choice?
   g. Where will it lead?
   h. Are you glad you feel that way?
   i. Are you willing to stand up and be counted for that?
   j. Would you want your parents to know you feel this way?
   k. Will you do it again?

8. Have each member of the class begin listing the family jobs or duties he assumes in his family.

Materials:

Filmstrip/cassette presentation, "Hey Dad, What Are You Doing?"

Evaluation:

Each pupil should be able to easily identify family members roles and how a family works together. Make special note of any child having difficulty with this lesson. He or she may need referring to the counselor for more self-concept development.

Note to Teacher:

Be careful that role stereotyping is not reinforced by this lesson. The inter-relationships of family roles and responsibilities should receive the emphasis. Also, role play may help clarify the inter-relationships of roles as the "lifestyle" of families influences roles.

THIRSTY DOG

UNIT 3

LESSON 16

Purpose:

Practice in problem solving while exploring the responsibility associated with caring for a pet.

Concepts:

Family roles and responsibility, care and respect for animals, problem solving techniques.

Terminal Objective:

Each pupil will be able to define the problem, offer solutions, and evaluate the alternatives in light of the consequences of each suggested solution. Each will select the solution he then feels is the best one, thus showing his role in accepting family responsibility.

Enabling Objectives:

1. Pupils will explore the values and problems associated with caring for a family pet by defining the problem shown on the print.
2. Pupils will seek solutions to the problem by suggesting alternative ways of solving it.
3. Pupils will evaluate the suggested alternatives for solving the problem by exploring the consequences of each choice.
4. Each pupil will decide which solution is the best one for this problem and state it either orally or in written form.

Learning Experiences:

1. Show the class the value study print "Thirsty Dog".
2. Ask them what they think is happening here.
3. Ask them to define the problem as they see it. Continue until you feel the class has reached some sort of agreement as to what the real problem is as depicted by the picture.

4. Then ask how might this problem be solved. Encourage many responses and list the suggested solutions on the board.

5. If the class is having difficulty arriving at solutions, ask the questions on the back of the print under "Seeking Solutions".

6. Have the pupils look at the list of suggested solutions, and as you read each one, ask someone to give reasons why they think that suggestion would be the best one. If no one volunteers then say that perhaps you feel this is not the best solution and go on to the next.

7. Next have someone state what would probably happen if we decided to choose each suggestion - go through the list again.

8. Now is the time for each child to make a decision. Let each choose the solution he feels is the best one and respond orally or in writing the reasons for his choice, and what he thinks will probably happen as a result of that choice. This is the most important step in in the experience. Be very careful not to judge or evaluate the responses by comparing them to your own choices. The practice in making choices and the process is more important at this time than the choice itself.

Materials:

BFA Study Print #216008, "Thirsty Dog"

Evaluation:

Each pupil will demonstrate an ability to solve a value-related problem by using the problem solving process presented in the lesson. Each child will decide how he would deal with the problem presented in the print personally and why he made that choice, thus showing his role in accepting responsibility in the family.

Follow-Up Activities:

1. Art experience showing family pets and how they are taken care of.

2. Read stories about family roles and responsibilities.

3. Discuss the responsibilities that each family member assumes and ways in which family members can work together cooperatively.

YOU PROMISED!

UNIT 3

LESSON 17

Purpose

To explore the value related problem of keeping a promise through role play and small group discussion. Practice in policy making.

Concepts:

Fairness, independence, honesty, dependability

Terminal Objective:

Pupils will demonstrate an ability to reach a solution to the dilemma posed in both parts of the filmstrip by the use of role play and buzz group. The class will arrive at a policy regarding the use of promises in the class specifically. and in life generally.

Enabling Objectives:

1. Pupils will view Part I and Part II of the filmstrip, You Promised! and respond to questions exploring the issue.
2. Pupils will take turns role playing the ending of Part I to demonstrate an ability to reach a solution to the problem.
3. Pupils in small groups of four or five will arrive at a solution to the problem presented in Part II.
4. The class will discuss and arrive at a policy regarding the use of promises and be able to explain the process used.

Learning Experiences:

1. Show Part I of the filmstrip, You Promised!
2. To begin the general discussion, ask several of the following questions:
   - How will Shawn feel if he can't get his kitten down? Why?
   - Was if fair for Holly's father to ask her to promise never to climb trees? Why?

- Can you think of a promise which would be more fair to Holly?
- How will Holly feel if she breaks her promise to her father?
- Why did Holly's father ask her to promise not to climb trees in the first place? Did he have a good reason?

3. Let volunteers role play the situation and add an ending. (several groups will want to do this)

4. Show Part II.

5. Divide class into small groups of four of five instructing each to ask questions, give reasons, listen carefully to what each member of the group is saying, and state opinions with reasons to each other.

6. Have one member of each group report to the class what his group decided was the best solution.

7. Ask the class to think about and discuss the following questions:

   Why are promises important anyway?
   Why should we keep our promises?
   Have you ever had a promise made to you and then not kept?
   How did you feel?
   Is is more important to keep a promise to a friend or to a member of your family? Why?

8. Next have the class arrive at a policy statement regarding the use of promises. (See Lesson 14 for policy making. Policy may be written in form of a paragraph or illustrated by the use of posters, etc.
9. Ask the class to explain the step by step process used to arrive at the policy regarding promises.

Materials:

Filmstrip: You Promised (Guidance Associates)

Evaluation:

Pupils will be able to reach a solution to the problems presented in the filmstrip by role play and small group discussion. They will arrive at a class policy regarding the use of promises and be able to explain the step by step process used to arrive at this policy.

Note to Teacher:

This lesson could easily be lengthened into two sessions.

Look for children who are still expressing lower levels of moral reasoning by their responses related to fear of punishment or loss of adult approval. Try to help them put themselves in the place of the other person and begin exploring the higher levels of moral reasoning.

OH NO! NOW WHAT WILL I DO?

UNIT 3

LESSON 18

Purpose:

To broaden concepts presented in Lesson 17 and develop a sense of self adequacy through practicing the implementation of a plan of action in a problem situation.

Concepts:

Fairness, self-adequacy, dependability

Terminal Objective:

Pupils will demonstrate the ability to form a plan of action when faced with a problem situation, through the game, discussion, and plan making process presented in this lesson.

Enabling Objective:

1. Pupils will take a stand on their opinion as to the best solution to the dilemma situations presented in Lesson 17, *You Promised!* by playing the game, "Take a Stand" (Taken from: "Decisions, Decisions," by Barbara Ellis Long and Bret Litz, in *Grade Teacher*)

2. Pupils will demonstrate an ability to arrive at a plan of action when shown the value study print, "Locked House."

Learning Experiences:

1. Review the dilemmas presented in Part I and II of *You Promised!*

2. Put five chalk or tape lines running parallel to each other on the floor.

3. Place about ten children on the center line, which stands for "undecided" and tell them they're going to play a game called "Take a Stand."

4. Explain that the line nearest them on the right stands for "maybe the promise should be kept". The outside line

on the right stands for "the promise must be kept for sure". The inside line on the left stands for "maybe the promise should be broken in this case." The outside line on the left stands for "the promise should definitely be broken in this case".

5. Each child standing on the undecided line should be asked one at a time to move to the line that corresponds with their opinion about what Holly should do in Part I of You Promised!

6. Before he moves, the child must give a reason for his move.

7. When each child has moved and given reasons, ask them if they want to change their minds, having heard all the reasons.

8. Let the "should break" side and the "should not break" side encourage those on the other side to change sides by offering more reasons. Remember - whenever a child changes his position he must give a reason.

9. In order to have the group re-evaluate their positions, you might use the following variations:
Discussion Guide, You Promised!

   A. Holly really hurt herself when she fell from the tree. She just got out of the hospital with a broken arm. Now, do you want to change lines? Why?

   B. It wasn't Shawn's kitten; it was his kite up in the tree. Now, what line would you stand on? Why?

   C. At the same time Holly promised her father not to climb trees, she promised him not to ride a bike. Does it make a difference that she has already broken one promise? Why?

10. Have another set of ten volunteers to stand on the middle line and repeat the process of taking a stand and giving reasons based on the dilemma presented in Part II (Steps 4-8)

11. Use these variations to have this group to re-evaluate their positions:

   A. Zack, the older brother didn't help take care of the horse, King. What line will you stand on now?

   B. Zack needs the horse to save a calf lost in the woods. Do you want to change lines?

   C. Alex was planning to enter King in the horse show too, and his event is at the same time as Zack's event.

Evaluation:

Pupils will devise a plan of action for solving the problem presented in "Locked House" and choose the best plan giving reasons for the choice.

1. Have the class sit in a large group and get out paper and pencils. Show the value study print, "Locked House."

2. Ask them to silently think about how the children in the picture are feeling and what they think is happening in the picture.

3. Have them pretend that they are one of the children pictured and to write down what they think the problem is, and a plan for solving the problem.

4. After a reasonable time, ask several volunteers to read their plans.

5. Ask how planning could have prevented this problem from happening in the first place.

6. Collect the papers for evaluation. Now, or at a later date, read anonymously the plans and have the class vote if they think individual plans would work or not.

7. Have the class select the plan they feel is the best solution to the problem and state their reasons why.

Materials:

Chalk or masking tape, Study Print #216001, "Locked House," paper and pencils for each child.

LOST CHILD

UNIT 3

LESSON 19

Purpose:

Practice in problem solving while exploring the value concepts of tenderness, concern for younger children, and self adequacy.

Concepts:

Tenderness, concern for younger children, self adequacy, security and feelings of well-being.

Terminal Objective:

Each child working in small groups will be able to define the problem, offer solutions, and evaluate the alternatives in light of the consequences of each suggested solution. Each group will reach a solution it feels is the best one.

Enabling Objectives:

1. Pupils in small groups will explore the feelings and values connected with being lost by defining the problem as shown on the print.
2. Pupils will seek solutions to the problem by suggesting alternative ways of solving it.
3. Pupils will evaluate the suggested alternatives for solving the problem by exploring the consequences of each choice.
4. Pupils will each decide on which solution is the best one for this problem and state it either orally or in written form and then arrive at a group consensus.

Learning Experiences:

1. Show the class the value study print "Lost Child".
2. Ask them what they think is happening.

3. Ask them to define the problem as they see it. Continue until you feel the class has reached some sort of agreement on what the real problem is as depicted by the picture.

4. Ask, "What would you do if you saw this happening?"

5. Divide the class into small groups of 4 or 5 and have them explore as many solutions to the problem as they can think of and have one person in each group write them down on a piece of paper.

6. When all groups have had enough time to think and write several suggestions, then ask them to discuss the suggestions and decide on the one they think is best.

7. Remind the groups that they are to express not just opinions, but the reasons why they think it is the best solution.

8. When all of the groups have had a reasonable amount of time, ask one member from each group to come up to the front of the room and one at a time state the solution his group felt was best and the reasons why.

9. Have a class recorder list the solutions on the board.

10. After all groups have been heard from, have the class as a whole, look over the new list and decide which of the solutions presented they believe to be the best one.

11. Vote on the solutions and select the suggestion for solving the problem that most of the class feels is best. Remember: All solutions must be supported with reasons.

Materials:

BFA Study Print #219007, "Lost Child"

Evaluation:

Pupils will demonstrate ability to decide and act from a choice of decisions. Number 10 and 11 in the Learning Experiences will serve as the evaluation for this lesson.

Follow-Up Activities:

1. Let members of the class tell of their experiences of being lost and how they solved their problem. Elicit the feelings related to experience of being lost.

2. Class members might wish to role play an experience about being lost.

YOUR FOLKS WON'T MIND....

UNIT 3

LESSON 20

Purpose:

Practice in decision making using any one of the many processes presented in the prior lessons to solve a problem situation.

Terminal Objective:

Pupils will be able to reach a solution to the problem and demonstrate an ability to use one of the various problem solving methods presented in this lesson.

Enabling Objectives:

1. Each pupil will hear the problem situations and be able to choose a method of reaching a solution.
2. Each pupil will decide on the best solution for each problem and join the class in making a class decision.
3. Each pupil will demonstrate an ability to use at least one solution and offer ideas to use two more methods of solving a problem.

Learning Experiences:

1. Read the first problem situation.
2. Ask for six volunteers to show how they would solve this problem. They may choose classmates to help them. Let each volunteer and those they have chosen to help them find a spot to discuss how they will demonstrate their solution. (Role play, debate, discussion.)
3. Have each one present to the class their solution to the problem and how they chose to solve it.
4. Let each volunteer explain two alternative methods they could have also chosen for reaching a solution.
5. Read the second problem situation and let six more volunteers show how they would solve the problem and state two alternative processes.

6. Be sure that all members of the class are participating to some extent.

7. Ask the class to review and discuss as many methods of problem solving as they can remember.

8. If children are having difficulty reaching a solution and choosing a way to show their ideas, ask them a few of the following questions to get them started:

   a. What is the problem here?
   b. Have you ever been in a similar situation?
   c. What are some of the ways you can think of to solve the problem?
   d. What would happen if you decided to do_____ (Fill in child's idea.)
   e. How can this group show the class their idea for solving the problem?

Evaluation:

Pupils will be able to reach a solution to a problem solving situation by choosing a process and explaining two alternative methods of solving the same problem.

Problem Situations:

1. Your folks have gone out for the evening leaving you and your little sister with a teenage baby sitter. After dinner one of the baby sitter's friends comes over to play records. You know the noise is keeping your little sister awake, but the teenagers don't seem to care. When you come downstairs to complain about the noise, you find the two of them holding a bottle of liquor and laughing. They look surprised to see you, but hurry to say, "Oh, we were just going to take a little sip to see what it tastes like. Your folks won't mind...."

2. You are going to the store on the corner by your house to buy a few things for your mom. She explains that she only has a ten dollar bill and cautions you to be very careful not to lose it or the change the lady will give you. She hands you a list of things to buy and you leave. At the store you meet one of your friends who rode his bike to the store for some bubble gum. He asks you what you're doing and goes in the store to help you find the stuff your mom wants. After you give the

check-out lady the groceries and the ten dollar bill, she gives you back your change. Your friend is excited that you have so much money in your pocket and asks you to go back in the store to buy some more gum, and candy, and maybe a magazine or two. You're not too sure about this, but he argues that your folks won't mind....

APPENDIX

GROUP DISCUSSION PROCEDURES

Most teachers are acquainted with the values and procedures of group discussion, but some teachers may attempt to hold the discussion to a consideration of the facts, emphasizing only cognitive elements.

Randolph, Howe, and Achterman (1968) found that we traditionally respond to messages with ineffective responses such as:

- Ordering or commanding
- Admonishing
- Warning
- Advising
- Instructing
- Criticizing and disagreeing
- Praising and agreeing
- Name calling or interpreting
- Reassuring and sympathizing
- Probing and questioning or diverting.

These responses deny the child the right to have a feeling and they close the channels to communication and understanding.

While we are concerned about the development of the child's cognitive concepts, in this program we wish to focus attention on the child's purposes, feelings, and values. We are attempting to assist the child in understanding self and others, and this can be achieved only through personalizing the material and getting involvement at the feeling level.

Many teachers are reluctant to engage in group discussion that is truly open; they do not see its value. Some teachers even feel guilty for wasting time in this way; others feel inadequate and afraid that they will not be able to handle this kind of discussion.

It is clear, however, from our experience in guidance and social psychology that group discussion is a most powerful influence for changing behavior, and the teacher should realize the group can seldom go beyond the skill, anticipation, and the expectations of the leader.

The following philosophy and principles should prove to be helpful.

The discussion leader should communicate that she really cares about what children say and feel. This is not a technique but a genuine attitude. It is communicated through eye contact, attentiveness to verbal communication, and nonverbal support that comes through an empathic smile. The leader listens to what is said and not said, and tries

to perceive both the feelings which are expressed and those that are hidden. The teacher is there as a person; as she is real and honest about the feelings she is experiencing, she elicits more involvement.

Group discussion requires sharing the responsibility for leadership with the group. The group helps to identify concerns, clarify thoughts and feelings, and consider alternatives. Unlike class recitation, there is no one correct answer. In contrast, the leader encourages free discussion and interaction to what is said.

The creative leader avoids sermonizing, evaluating, humiliating, and moralizing, but she is not passive, permitting the discussions to be purposeless. She is willing to deal with the actions and reactions that go on in the group. She is sensitive to social interaction, and she is willing to discuss the here-and-now event. If the story is about attention-getting, she does not need to stay with the abstract while some child who acts as a class clown in her room provides live materials for discussion. In such a situation she might ask the group: What is happening here right now? What do you think about this? How do you feel? How does the class clown feel? Why is he doing that? How can we help him? As the leader senses the children are ready for such a discussion, she discusses the purposes of behavior.

Teachers can avoid control problems when leading group discussions. When there is noise and confusion, it is advisable to talk less and act! The leader may merely lower her voice, use a hand signal, utilize proximity control by moving to the area of disturbance, or utilize some natural consequence for failure to attend to a discussion. The leader does not censure or demand, she does not engage in a struggle for control of the group; she seeks to have the children experience the natural consequences of their behavior.

The outcomes and productivity of each session are partially dependent upon the leader's competence in the following tasks:

1. Show the group you care and are concerned with developing a relationship of mutual respect. Demonstrate your interest, concern, and kindness, but be committed to meaningful discussion and do not hesitate to be firm, showing respect for yourself as well as the children. The teacher sets an example of reflective listening by her responses.

2. Make sure children understand the purpose of the group discussion and allow them to establish their own limits.

Members must be ready to share their concerns and willing to listen closely to others. A spirit of give and take and honest, open feedback should pervade.

3. Sense the group atmosphere and be willing to discuss it. Be sensitive to the feelings of the individuals in the group and help them feel understood, i.e., I am getting a message that you are unhappy, or that you really care.

4. Link the thoughts and feelings of group members. Point out the similarities and differences in the concepts, attitudes, and feelings being discussed. The leader must be able to show the relationship between what two children are talking about in order to help them recognize common problems.

5. Encourage silent members to participate when they seem ready. This usually involves being aware of nonverbal clues as a facial gesture, glance, or halting attempt to enter the group.

6. The children are learning a new process of cooperation in contrast to competition. The leader must observe any tendencies of children to be empathic and link or supply alternative solutions to problems. These attempts should be immediately encouraged and reinforced.

7. Group discussion can take a negative turn if the leader is not perceptive. We are interested in fostering personal development. Group members should be assisted to see the strengths and assets in individuals. Emphasis is placed on positive as well as negative feedback. When there is a negative feedback, i.e., "I don't like him, he smells," the teacher may say, "You feel there is an odor there that is not pleasant."

8. The leader must be alert to detect feelings and attitudes which are implied but not expressed. She helps the group to develop tentative analyses of behavior and its purpose. She might say, "Is it possible..." Could it be....?" and state her hunch about the purpose in a tentative manner.

9. The effective group leader is able to help the children express their thoughts, feelings, and attitudes more clearly. She does this through clarifying, restating, and summarizing.

10. The leader helps members to summarize and evaluate what they have learned. About five minutes before the close

of the session, she asks, "What do you think you learned about yourself and others today?" Helping the group consider what is happening accelerates and facilitates the group process.

Children should be encouraged to formulate their own limits for the discussion. However, the leader should help them to consider some of the following procedures which promote effective discussion:

1. The discussion goes best when we trust each other and have mutual respect. We have to be concerned enough to listen and want to help others.

2. Be honest and open. Say what you really feel. Speak whenever you feel you have something to say which will help you or the group.

3. In giving feedback, consider how it will help the others for you to say this.

4. Really listen to what others say. Are you able to state what he has said and felt when he finishes?

When certain individuals or the group become negative or pick on an individual, the mature leader can use this as an opportunity to discuss the purpose of getting special attention or power. The leader can also use puppetry and role playing to help increase sensitivity to negative remarks.

The potential in group discussion is tremendous and teachers will find it a most rewarding experience as their skills develop.

Taken from Developing Understanding of Self and Others, Manual. Used with permission of American Guidance Service.

ROLE PLAYING PROCEDURES

Role playing is not merely information dispensing. The teacher who is skeptical of the educational purpose of role playing should consider some of the following potential values:

1. Role playing provides an opportunity for the child who does not excel academically, but who has talent in creativity and spontaneity.

2. Spectator "therapy" can occur through audience observation and empathy.

3. Role playing promotes the development of personal flexibility and social skills.

4. The enactment of the same situation several times helps the child to see alternative solutions to a problem, increasing his problem-solving and decision-making abilities.

As discussion leader, the teacher encourages the children to become more observant of the behavior of others, to look for the purposes and causes of behavior, to anticipate the results of certain behaviors, and to evaluate behavior, situations, and people.

The steps in role playing. There are four parts to any role playing situation; preparation, introduction, enactment, and discussion.

1. Preparation. The teacher's first decision involves selection of the issue or problem. Issues should be selected which ensure the security of each child involved. The child is never forced to take a role.

   After reading the descriptive directions for a particular role playing situation, the teacher gathers the class. A playing area is needed.

   Because each lesson is an extension of the underlying themes of the stories the teacher may briefly review some of the main ideas of the related story. Questions may be asked such as, "Who was the main character?" "What did he do?" "Why did he do that?" Unfinished stories which stop at a dilemma point are excellent for role playing.

2. Introduction. The teacher states very briefly that the class is going to do some pretending. She should state the problem in terms of specific examples with vivid details which create emotional involvement. Because young children are egocentric and most of them are eager to pretend and participate, they will probably be unwilling to patiently wait any length of time for a turn at playing. Therefore, it is wise to allow all of them to have a brief turn to participate in a warm-up exercise at the beginning of each lesson. If space does not permit the whole group to move about at the same time, break the group into two sections.

Because it is easily performed, pantomime is suggested as a warm-up activity. To begin the pantomime the teacher may give the following directions:

> This is our pretending space. (Indicate play area.)
> Find a standing-up place in here where you won't be too close to any other person.
> Stand there absolutely quietly. (Wait for quiet.) Good.
> Show me you are ready to listen and imagine.
> Today we are going to imagine we are_____ (see specific direction).
> When I say "Ready, begin," you may begin. Keep working until you hear me say "Stop."
> See if you can show me by your actions your ideas about_____.
> Do not say anything.
> Imagine there are no other children around you. See if you can really make me believe you are a_____.
> Ready, begin.

Observe the pantomimes and make encouraging reamrks for creative responses such as, "Oh, I see someone that is _____(describe pantomime)," or "There is some good thinking going on over there." After at least a minute, stop the action and seat the students.

The teacher controls the length of a situation by reserving and using the right to halt the play at any point.

After making a few comments about the creative ideas observed in the pantomimes, the teacher briefly presents the actual role playing situation to the class. The description should be as simple and direct as possible.

Because students are expected to speak in character, the teacher will give them some practice by asking them to respond in the character's voice to such questions as "Mary, what did the old man say when he got knocked down? Can you sound like the old man?"

Then the teacher asks for volunteers to take various roles. The class may suggest names, but the actors must volunteer. From the volunteers, characters are selected. Usually it is advisable to begin with sociable children before choosing participants who are shy or who have more problems than others. In specific role assignments, check to determine how the child identifies with the character. Ask "What kind of person is he?" "How does he feel?" Select individuals who indicate they have identified well or who have strong feelings about a character's behavior.

3. Enactment. The teacher helps the characters set the scene, i.e., "Shall we imagine a door is here?" Do you need some chairs?" If the characters are going to sit down, they will need some chairs. Children cannot simultaneously pretend to sit, keep their balance, and play a role.

   The teacher says, "Find your places and stand quietly."

   At that point, she may need to review the characters and their purposes in the scene for the benefit of players and the class. Action is started by the words, "Ready, begin."

   During the enactment, the teacher tries to say as little as possible. Otherwise, the teacher becomes the director, and the children lose the opportunity to express themselves freely.

   Some side coaching may be necessary to assist in moving the action along. The teacher may say, "It must be time for father to come home now," "Oh, my, that brother is going to be angry." Suggestions are always directed to the character, not to the real person. The teacher avoids using real names and directs all remarks to the characters.

   When the scene seems to have developed to its fullest potential, the teacher says, "Stop, come and sit down."

4. Discussion. It is usually effective to have the actors evaluate their own performance first. At the end of a scene, no matter how weak it was, the

teacher makes at least two or three positive remarks, i.e., "I liked the way the father read his newspaper," or "Wasn't the dog good? He really seemed excited."

To encourage class participation in the discussion, the teacher asks them the questions listed at the end of the role playing activity. If other more relevant questions emerge as a result of the individual play, they should, of course, be used. Discussion centers on how the characters were feeling and why they responded as they did. The teacher should attempt to guide the discussion so that the issues are related to experiences personally relevant to the children.

The younger the children, the briefer the analysis. Two or three points are sufficient for kindergarteners.

The teacher makes a summary statement of points elicited from the group and quickly selects a new group for replaying.

The teacher emphasizes that she will be looking for good, new ideas on each replay. The purpose of the reenactment is to help the children explore new insights and alternative solutions.

Encourage as many enactments as possible.

The role of the audience should be clarified just as the roles of the actors. The members of the audience may be asked to look for specific points or to identify with the feelings of a specific actor. They should have a role which maintains their interest and involvement.

Problems, pitfalls, and possibilities. Beginning role playing may bring about a variety of unexpected reactions in young students. Two of the extremes in behavior are acting up and excessive shyness or refusal to participate. The student who acts up can destroy the imaginary creations of other students. The first few times this behavior occurs, the teacher stops the whole group and calmly but firmly reexplains the ground rules. They are:

1. Play in the play space.

2. Actions - no words (for pantomime).

3. Do not disturb the play of others.

Do not be overconcerned about the student who exhibits extremely shy behavior. Instead, recognize and encourage

others for their efforts. As soon as the shy child makes any overt effort at enactment, encourage him for it.

Noise can be another classroom problem. If the teacher has properly stimulated the students to want to work on the problem, they will become excited, and often with excitement, comes noise! Do not begin a pantomime or a scene until the students have become almost totally silent. Students need a moment to quietly reflect on their task. Lack of concentration or silliness on the part of the players will produce insincere and unintelligible scenes. For the initial playing, the teacher tries to select those students who are verbal and seem enthusiastically responsive. They will set a high standard for the plays that follow. Clarity in speech and pantomime should be praised. If the characters seem to be getting off the track, the teacher says firmly, "Keep your character." Even though the students may not exactly understand the direction, they will understand a firm but kind tone of voice.

Restlessness of the group is an indication that something is too long. Perhaps the directions are too long, repeated too often, or the scene and the discussion are too long. Teachers must try to be brief and to the point. Use short sentences. Stop a scene before interest is reduced.

Unresponsiveness can be a problem among certain groups of children. They may be extremely inhibited, or they may never have engaged in any dramatic play. In this case, the teacher may need to demonstrate what is meant by pretending and pantomiming. Occasionally, as opportunities present themselves, the teacher may take a role in the playing situation. By taking part in the action, the teacher controls the direction of play from within the group and, at the same time, demonstrates the "how to" of play.

Certainly those groups of children who have had experience with dramatic play and creative dramatics will find it less difficult to role play than inexperienced ones. Do not expect perfection and depth in the beginning lessons. Each successive role playing situation should show an increase in the ability of the group to play together effectively.

Taken from Developing Understanding of Self and Others, Manual. Used with permission of American Guidance Service.

BIBLIOGRAPHY

American Guidance Service
DUSO - Developing Understanding of Self and Others
Dr. Don Dinkmeyer, Author
DUSO is a program of activities, with an accompanying kit of materials, designed to help children better understand social emotional behavior. It is designed to be used by teachers or counselors. The eight major themes developed in the program are:

1. Understanding Feelings
2. Understanding Others
3. Understanding and Accepting Self
4. Understanding Independence
5. Understanding Goals and Purposeful Behavior
6. Understanding Mastery, Competence and Resourcefulness
7. Understanding Emotional Maturity
8. Understanding Choices and Consequences

American Guidance Service
National Forum Guidance Series:
"Everywhere We Go" - Grade 4
"The People Around Us" - Grade 5
These books may be used wherever group guidance is undertaken in the curriculum. They serve each grade (4-12) with pupil texts and visual units designed for the classroom and other group programs.
"However the broad approach may be labeled - personality development, character and value-building education, or general guidance - it is intended to help all pupils with their individual needs as they seek identity and social adequacy."

Bowmar
Early Childhood Filmstrip Series (K-2)
Part I: About Myself (K)
A. Myself and Other People - Alike and Different
B. My Family and Other Families - Alike and Different
C. Everyone Needs Many Things (basic human needs)
Part 2: The World Around Me (1)
A. The Everyday World (patterns of living around the world)
B. The Expanding World
C. The Beautiful World (awareness of and responsibility for the beauty of the world)
Part 3: I Talk - I Think - I Reason (2)
A. Communicating with Others
B. Learning in Many Ways
C. Searching for Answers: What? Why? How?

Bowmar
Early Childhood Picture Series Part I: About Myself
A. Myself...beginning to understand oneself as a unique person
1. I Am That Girl (discovery of self - a person of worth)

2. Gary Knew All the Time (awareness of self-image - a feeling of importance)
3. Here's My Name (pride in ownership - a feeling of self-esteem)
4. My Own Place (pride in ownership - a feeling of self-importance)
5. I Can Do It Myself (awareness of independence - acts on own initiative)
6. My Birthday (a positive attitude - a feeling of worth)
7. We Can Choose (freedom to make choices - self-direction)
8. I'll Fasten It For You (seeing oneself as being able to help others)

B. My Family - My Home....beginning to understand family relationships)
1. We Are Four (everyone belongs to a family even though families differ)
2. We Are Five (everyone belongs to a family)
3. We Are Six (everyone belongs to a family)
4. We Are Seven (everyone belongs to a family)
5. My Home Has Wheels (everyone has a place to live even though the places are different)
6. My Home is Little
7. The Big Home
8. Many People Live Here

C. Other People Around Me...beginning to interact with and relate to persons other than the family
1. Someone Likes Me (person-to-person relationship - interacting with teachers)
2. Two Friends (person-to-person relationship - interacting with peer)
3. My Turn Will Come (person-to-person relationship - interacting with a small group)
4. What Shall She Wear Today? (person-to-person relationship - interacting with large group)
5. Mr. Harris Can Fix It (person-to-person interaction with adult - school personnel)
6. My Heart Beats (interacting with adult school personnel)
7. Would You Like Tea? (interacting with adult school visitor)
8. My Neighbor (person-to-person relationship with adult neighbor)

Bowmar
Early Childhood Picture Series Part II: The World Around Me

A. Motor-Perceptual Learnings...beginning to understand the everyday world through physical involvement
1. Here I Am (realization of body and body parts)
2. Tim and Tam (realization of body parts and what can be done with them)
3. Back and Forth We Go (using body effectively)

4. Where Is Jennifer? (a variety of movement experiences with awareness of space relationship)
5. Carl and Tillie Take A Walk (sensitivity to the two sides of the body and to balance)
6. Will I Make A Basket? (strengthen muscle control and eye-hand coordination)
7. Hanna Jumps Rope (coordinate muscles and body parts under changing relationships)
8. The Raggedy Ann Dance (associate rhythmic body movements with sound)

B. Sensory-Perceptual Learnings...beginning to grow in sensitivity to what is seen, heard, touched, smelled and tasted.
1. Quack, Quack, Quack (discrimination in likenesses and differences as to sound, color, and touch)
2. A Cluck, A Peep, and A Cock-A-Doodle-Doo (making more precise discriminations as to sound, size, and shape)
3. Gobble, Gobble, Gobble (making more precise discriminations as to sound, size, and shape)
4. It's Lunch Time (making more precise discriminations as to what is seen, heard, and touched)
5. Soft and Cuddly (making more precise discriminations as to touch)
6. The Sleepy Kitten (making more precise discriminations as to touch)
7. Jimmy's New Dog (sound and touch)
8. Pets That Swim (color, size, and mobility)

C. Sensory Perceptual Learnings
1. A Lot of Fruit (size, shape, color, touch, smell and taste)
2. What's Inside? (size, color, and touch)
3. How Does It Taste?
4. Grapes and Raisins (changes that take place)
5. M-mmm... It Smells Good
6. Listen
7. Sand Box Sounds
8. Something Little, Round, and Red

Bowmar - Early Childhood Picture Series Part III: I Talk - I Think - I Reason

A. Verbal Communication...beginning to expand vocabulary - to understand and use language
1. Hello (informal conversation - expressing ideas creatively)
2. Can You Hear Me? (informal conversation - expression ideas creatively)
3. Three Dolls (expressing ideas as they occur - labeling and describing objects)
4. I'm The Motion (preciseness in expression - growth in initiative reflected in language use)
5. I'm Flying To The Moon (communication ideas - use of imagination)

6. I'm The Doctor (communicating ideas clearly and concisely - use of imagination)
7. Finger Painting (interest in new words - recalling of previous experience with words)
8. Herman, The Clown (sense of pleasure and humor in language)

B. Thinking and Reasoning...beginning to think, to reason, to interpret, to satisfy curiosity, to understand what things are and why they are)
1. It Is Morning (increasing awareness of time concepts and the sequence of events)
2. A Sunny Day (time and sequence)
3. It Is Evening (time and sequence)
4. It Is Nighttime (time and sequence)
5. Mother Tucks Me In (time and sequence)
6. A Picnic (sensitivity to the occurrence of an event, its joys, and its responsibilities)
7. Red, Blue, Yellow, Green (increasing precise discriminations - identification of objects by a common characteristic - color)
8. A Rainy Day (perceiving relationships and making appropriate decisions)

C. Thinking and Reasoning
1. Some Special Eggs (interest in and curiosity about an event that is happening in the immediate environment)
2. Off Pops A Piece of Shell (gathering bits of information - associate ideas as they occur)
3. Wet and Tired (ability to associate ideas, generalize, and reason)
4. Fluffy Chicks (putting bits and pieces of information into a meaningful whole)
5. The Crawling Snail (satisfying curiosity through exploration)
6. Bubbles (satisfaction through experimentation)
7. I Wonder What's Inside? (satisfying curiosity - taking action on basis of thinking)
8. Greg Stops and Thinks (solving a problem through recall of previous learning experiences)

Guidance Associates
First Things: A Stragegy For Teaching Values
1. The Stragegy - shows stages of moral growth
2. The Teacher's Role - how to develop and plan a values group
3. A Classroom Model - demonstrates two procedures for discussing a moral dilemma - small group discussion and debate

Guidance Associates
First Things: Values
1. What Do You Do About Rules? (what happens if you break rules)
2. But It Isn't Yours (taking things that don't belong to you)
3. The Trouble With Truth (telling the truth)

4. You Promised (keeping a promise)
5. That's No Fair (keeping place in line, cooperation)

Guidance Associates
First Things: Social Studies/Guidance
1. Who Do You Think You Are? (exploring and defining individual identities through personal "facts and figures"
2. Guess Who's In A Group! (criteria for defining groups)
3. What Happens Between People (explores concept of human interaction)
4. You Got Mad: Are You Glad? (causes, effects, and expressions of hostility; ways to resolve conflict)
5. What Do You Expect Of Others? (expectations of others)

Guidance Vistas Tapes (Cassettes)
Grades K-2, Series I - Responsibility; meeting new experiences; sharing; physical needs; individual differences; and guilt feelings.
Grades K-2, Series II - Shyness; respect for authority; observing rules; loyalty to friends; bossiness; respect for others' feelings.
Grades 3-4, Series I - Patience with younger siblings; misbehavior for attention; reading problems; understanding others; responsibility for for self; quitting.
Grades 3-4, Series II - Children in need; to tell or not to tell; gang power; "using" friends; accepting one's limitations; cliques.
Grades 5-6, Series I - Transition from elementary school to junior high; the older and younger child; "in-crowd" pressures; disappointment and jealousy; responsibility; cheating.
Grades 5-5, Series II - Showing off; pride; honesty; fear of recitation; fatherless family; self discipline.

Goals, Inc.
Secrets Kit - Dr. Maxwell Maltz, Author
Secrets is a program designed to help improve the self image of children. The secrets that Dr. Maltz shares with the child are about self-confidence and positive acting. He also talks about acceptance of one's self and others, and the power of goal setting.
Secrets is a series of six secret messages on tape cassettes, each introduced by Dr. Maltz. In the secret messages the Wilson family enact situations and discuss setting goals, gaining new friends, solving problems and achieving happiness. Along with each message is an envelop of notepads and booklets to assist the child and reinforce what he learns from the message. He' will write down things he likes about himself. He' will list goals for tomorrow, and goofs that he made today - goofs that he would like to forget.

Science Research Associates
Focus on Self-Development, Stage One: Awareness (K-2)
Focus on Self-Development, Stage Two: Responding (2-4)
Focus on Self-Development, Stage Three: Involvement (4-6)
C. Gilbert Wrenn, Shirley Schwarzrock, Authors
Teacher's Guide, filmstrips with records or cassettes. Each has 20, 17x22 photo boards black and white. Emphasizes particular objectives in development of the child's understanding of self, others and his environment.

Singer Values Education
The Adventures of the Lollipop Dragon (K-3)
1. How the Lollipop Dragon Got His Name (sharing)
2. Working Together
3. Avoiding Litter
4. Care of Property
5. Taking Turns
6. Kindness to Animals

Singer Values Education
Developing Basic Values (4,5)
1. Respect for Property
2. Consideration for Others
3. Acceptance of Differences
4. Recognition of Responsibilities

Singer Values Education
Learning To Live With Others Group 1 (3,4,5)
1. Learning to Be Your Best Self
2. Learning About Listening
3. Learning What Giving Is All About
4. Learning to Be responsible

Singer Values Education
Learning To Live With Others Group 2 (3,4,5)
1. Learning to Trust People
2. Learning to Keep a Promise
3. Learning About Patience
4. Learning to Face Up to Mistakes

Singer Values Education
Learning About Manners (3,4,5)
1. Manners At Home
2. Manners At School
3. Manners On The Playground
4. Manners While Visiting Friends
5. Manners At The Theatre
6. Manners On Public Transportation

Steck-Vaughn
The Human Value Series, Books - Arnspiger, V. Clyde, James A. Brill and W. Ray Rucker, Authors

1. Myself
2. Myself and Others
3. Our Values
4. Values To Learn
5. Values to Live By

A series of value-sharing readers which hope to increase reading comprehension, enhance the mental health of children, and release the children for creative and productive behavior.

Pflaum/Standard
Dimensions of Personality Series:

1. "Now I'm Ready"
2. "I Can Do It"
3. "What About Me"
4. "Here I Am"
5. "I'm Not Alone"

Troll
School Time Manners (Overhead transparencies)

1. Meeting People
2. Welcoming A New Classmate
3. Classroom Listening Manners
4. Lunch-time Manners
5. Courtesy In School
6. Respecting the Rights of Others
7. Good Neighbor Manners (borrowing)
8. Playground Manners
9. Taking Turns
10. Manners to Remember (end of school day)

Professional Books

Merrill - Values and Teaching by Louis Raths, Merrill Harmin, and Sidney Simon

Hart - Values Clarification by Sidney Simon, Leland Howe, and Howard Kirschenbaum

Merrill - Freedom to Learn by Carl Rogers

Harper and Roe - Schools Without Failure by William Glasser

Dell - How Children Learn by John Holt

Dell - How Children Fail by John Holt

INSTRUCTIONAL MEDIA SOURCES

MATERIALS LIST BY GRADE
(Schedule A)
Level K

PROJECT PRODUCED MATERIALS		COMMERCIAL		
1.	Clean and dirty paper puppets patterns	1.	A.B. Le Crone Company Rhythm Record Company 819 N. W. 92 Street Oklahoma City, Oklahoma 73114	$ 5.95
2.	2 paper tooth puppets	2.	* Record "Swinging On A Star"	1.00
3.	2 transparency masters of Patrick	3.	Kindle (Scholastic) All Kinds of Feelings - Filmstrip Cassette	19.00
4.	Hand stomach puppet- pattern	4.	"Smiles Don't Just Happen" (Scholastic) Filmstrip/Cassette	19.00
5.	Evaluation sheet	5.	Big Brother, Robert Kraus, Parent's Magazine Press 52 Vanderbilt Avenue. New York, New York	4.59
6.	Hand Puppet - Gray Rabbit	6.	"Will You Be My Friend?" (Scholastic) Filmstrip/ Cassette	19.00
7.	Paper Rabbit	7.	"Sticks 'N Stones" (Scholastic) Filmstrip/ Cassette	19.00
8.	Bird Pie transparency master	8.	* Reflections - Record Vicki Carr	1.00
9.	Evaluation sheet		TOTAL	$88.54
10.	"Red Ball" transparency			

*These records are difficult to obtain and are not necessary in order to complete the lessons involved.

Level I

PROJECT PRODUCED MATERIALS	COMMERCIAL	
In Guide	"Everything is Beautiful" Record	$ 1.00
Ernie, Skippy, Eddie Puppet Patterns	Book If I Were Barbara Shook Hazen. Westerr Publishing Co.	5.54
Tape of Skippy and Ernie Dialoque	The Ugly Duckling. Scholastic Version.	.95
Flower Pattern	The Hating Book, Charlotte Zolotow - Scholastic Books	.95
	*But It Isn't Yours - Part I Guidance Associates Filmstrip/ Cassette	26.00
	**BFA Study Print 220004 My Class: "Teachers Away"	25.50
	BFA Study Print 221007 My School: "Borrowing Without Asking"	
	*"The Trouble With Truth" - Part I, Guidance Associates Filmstrip/Cassette	26.00
	*"That's No Fair" - Part I Guidance Associates Filmstrip/ Cassette	26.00
	BFA Study Print 221008 My School: "Littering"	
	BFA Study Print 220001 My Class: "School Book"	
	(See Level II) TOTAL	$110.94

*This package contains Part I & II. Part II is used in Level II. Package must be purchases as a unit.

**Note: The BFA Study Prints used in Level I, II, and III (seventeen prints) must be ordered as a set from the company. The set will be known as the "Special Texas Package". $25.50. This set cannot be broken.

LEVEL II

PROJECT PRODUCED MATERIALS		COMMERCIAL	
In Guide		Book, I Write It, Ruth Krauss Harper and Row $2.57, 1970	$ 2.50
Transparency - Boy and girl daydreaming		Book, The Turtle and His Friends, Thomas and Patricia Gnagey, 1970 Facilitation House, Ottawa, Ill.	2.00
Transparency - Three Faces		*"But It Isn't Yours" - Part II Guidance Associates - Filmstrip/ Cassette ($24.50)	
Transparency - Sharing Toys		BFA Study Print 20008, My Class: "Last One Chosen"	
		*"That's No Fair" - Part II Guidance Associates - Filmstrip/ Cassette ($24.50)	
		BFA Study Print 220003 My Class: "Cheating On a Test"	
		BFA Study Print 221004 My School "Fight!"	
		BFA Study Print 221002 My School "Wall"	
		*The Trouble With Truth - Part II Guidance Associates Filmstrip/ Cassette ($24.50)	
		BFA Study Print 221001 My School "Crossing Guard"	
		BFA Study Print 220007 My Class "New Student"	
		(See Level I) Total	$ 4.50

*This Package contains Parts I & II. Part I is used in Level I. Package must be purchased as a unit.

PROJECT PRODUCED MATERIALS	COMMERCIAL	
In Guide Value Activity Sheet - "No One Else" - Student Handout "What Person In This Group" Student Handout	"Guess Who's In A Group" Guidance Associates Filmstrip/ Cassette	$26.00
	BFA Study Prints - People I Don't Know: "Discrimination (2) 219004, 219005	
	BFA Study Print 218004 "Cheating" - My Friends	
	BFA Study Print 218005 "Four Eyes" - My Friends	
	BFA Study Print 216008 My Home: "Thirsty Dog"	
	"You Promised" Guidance Associates Filmstrip/Cassette	26.00
	BFA Study Print 216001 My Home: "Locked House"	
	BFA Study Print 219007 People I Don't Know: "Lost Child"	
	"Hey Dad, What Are You Doing?" and "I Double Dare You To" filmstrip/cassette. Photographic Laboratories, 1926 West Gray, Houston, Texas 77019	15.00
	TOTAL	$67.00

PROJECT PRODUCED MATERIALS

In Guide

Handouts:

- Girl Scout Law
- Response to Pledge
- Law of the Camp Fire Girls
- Blue Bird Wish
- Oaths of Office
- Flag Pledges
- Hidden Word Puzzle (Rick and Lady)
- "I Am Glad"
- "Happiness"
- "Best Friend"
- Matching Quiz - Book, T.V. Monies
- Hidden Word Puzzle - "Communicating"
- "Things for Which Others Might Dislike Me"
- Song - "I Am Proud"
- Career Examples
- Career Riddles
- Weekly Budget
- Hidden Word Puzzle - Savings Account
- "Beat the Clock"
- Song - "A Timely Rhyme"
- "Individual Evaluation"
- Poem - "Song of Greatness"
- "Follow the Leader Questions"

Transparencies:

- Transparencies of famous people total 8
- "Play Ball" Lesson - Transparencies - Total 4

Cassettes

- Cassettes of stories
- Cassettes of songs (Optional)

COMMERCIAL

*Filmstrip/Cassette "No Place Like Home" (Westinghouse Series: Our Values)	$15.50
*Filmstrip/Cassette "The Broken Sleds" (Westinghouse Series: Our Values)	15.50
Filmstrip/Cassette "Pam Puts It Off", Eyegate House	12.95
Filmstrip/Cassette "Reflections" Photographic Lab, 1926 West Gray, Houston, Texas 77019	20.00
*Filmstrip/Cassette or Record, "My Best Friend" (Holt, Rinehart and Winston Series: Values in Action)	13.00
TOTAL	$76.95

*These filmstrips are part of a package and the publisher may be reluctant to break the set.

PROJECT PRODUCED MATERIALS		COMMERCIAL	
In Guide		"Max" and "Max Is Not Alone" Filmstrip/Tape, Photographic Laboratories, 1962 West Gray, Houston, Texas 77019	$ 15.00
Transparencies			
A-1			
A-2			
A-3			
C-1		TOTAL	$ 15.00
Handouts			
Janet's Diary			
"What's Wrong with Jeb Miller?"			
"Kelly's Addition"			
"Mr. James Miller Speaks"			
"Why Kelly's Addition should Be Rezoned"			

VENDOR LIST

(SCHEDULE B)

FILMSTRIPS/CASSETTES

SCHOLASTIC KINDLE FILMSTRIPS
904 Sylvan Avenue
Englewood Cliff, New Jersey 07622 (also available in Spanish at a slightly higher price)

"All Kinds of Feelings" (Level K)	$ 19.00
"Smiles Don't Just Happen" (Level K)	19.00
"Will You Be My Friend?" (Level K)	19.00
"Sticks 'N Stones" (Level K)	19.00

GUIDANCE ASSOCIATES
757 3rd Avenue
New York, New York 10017

"But It Isn't Yours" (Levels 1 and 2)	26.00
"That's No Fair" (Levels 1 and 2)	26.00
"Guess Who's In a Group" (Level 3)	26.00
"You Promised" (Level 3)	26.00
Developing Values (Parts I & II) (Level 8)	41.50
"Shaping Identity (Parts I & II) (Level 8)	41.50

AUDIO VISUAL SERVICES, INC. (WESTINGHOUSE LEARNING CORP.)
2310 Austin Street
Houston, Texas 77004
Richard Hunter, Sales Representative (223-4591)

"No Place Like Home" (Level 4)	15.50
"The Broken Sleds"	15.50
Our Values Series - "Equality: Does Equal = Same?" (Level 6)	16.50
"Life on the Rocks" (3 Filmstrips) (Level 8)	59.00

EYEGATE
7911 Lichen Lane
Spring, Texas 77373
Frank W. Cox, Sales Representative (376-1739)

"Pam Puts It Off" (Level 4)

PHOTOGRAPHIC LABORATORIES
1926 West Gray
Houston, Texas 77019
Bob Drake, Sales Representative (529-5846)

"Hey Dad, What Are You Doing" and "I Double Dare You To" (Level 3)	$ 15.00
"Reflections" (Level 4)	20.00
"Max" and "Max Is Not Alone" (Level 5)	15.00
"Basketball Game" (Level 6)	15.00
"Wanting A Bicycle" (Level 7)	15.00
"Advertising"	15.00

WINSTON PRESS
25 Groveland Terrace
Minneapolis, Minn. 55403
Mr. Jack Dickerson, Sales Representative

"My Best Friend" (Level 4)	13.00
"Terry Takes A Ride" (Level 5)	15.00
"Its All Your Fault" (Level 6)	15.00

STUDY PRINTS

BFA EDUCATIONAL MEDIA
2211 Michigan Avenue
Santa Monica, California 90404 * 25.50

"Teachers Away" (Level 1)
"Borrowing Without Asking (Level 1)
"Littering" (Level 1)
"School Book" (Level 1)
"Last One Chosen" (Level 2)
"Cheating on a Test" (Level 2)
"Fight!" (Level 2)
"Wall" (Level 2)
"Crossing Guard" (Level 2)
"New Student" (Level 2)
"Discrimination" (2) (Level 3)
"Cheating" (Level 3)
"My Friends" (Level 3)
"Thirsty Dog" (Level 3)
"Locked House" (Level 3)
"Lost Child" (Level 3)

* The BFA Study Prints used in Levels 1, 2, and 3 (seventeen prints) must be ordered as a set from the company. The set will be known as the "Special Texas Package." This set cannot be broken.

BOOKS

PARENTS MAGAZINE PRESS
52 Vanderbilt Avenue
New York, New York

Big Brother (Level K)	$ 4.59

WESTERN PUBLISHING COMPANY
6200 Richmond Avenue
Houston, Texas
Walter Escue, Sales Representative (686-7834)

If I Were (Level 1)	5.54

SCHOLASTIC MAGAZINES AND BOOK SERVICES
50 West 44th Street
New York, New York 10036
Mrs. Joyce Martin, Local Sales Representative (497-5650)

The Ugly Duckling (Level 1)	.95
The Hating Book (Level 1)	.95

HARPER AND ROW PUBLISHERS
49 East 33rd Street
New York, New York 10016

I Write It (Level 2)	2.50

FACILITATION HOUSE
P.O. Box 611
Ottawa, Illinois 61350

The Turtle and His Friends (Level 2)	2.00

RECORDS

A.B. LECRONE COMPANY
Rhythm Record Company
819 N.W. 92nd Street
Oklahoma City, Oklahoma 73114

Preschool Physical Fitness (Level K)	5.95

Local Record Stores

Swinging on a Star (Level K)	1.00
Reflections - Vicki Carr (Level K)	1.00
Everything is Beautiful - Ray Price (Level 1)	1.00

MATERIALS LIST - PATTERN OF HEALTHFUL LIVING

LEVEL 6

WINSTON PRESS
25 Groveland Terrace
Minneapolis, Minn. 55403
Mr. Jack Dickerson, Sales Representative

Values In Action

"Terry Takes A Ride"	$ 15.00
"Its All Your Fault"	$ 15.00

AUDIO VISUAL SERVICES, INC. (Westinghouse)
2310 Austin Street
Houston, Texas 77004
Mr. Richard Hunter, Sales Representative

Our Values Series

"Equality: Does Equal = Same?"	$ 16.50

PHOTOGRAPHIC LABORATORIES
1926 West Gray
Houston, Texas 77019
Mr. Bob Drake, Sales Representative

"Basketball Game"	$ 15.00

LEVEL 7

PHOTOGRAPHIC LABORATORIES
1926 West Gray
Houston, Texas 77019
Mr. Bob Drake, Sales Representative

"Wanting A Bicycle"	$ 15.00
"Advertising"	$ 15.00

LEVEL 8

AUDIO VISUAL SERVICES, INC. (Westinghouse)
2310 Austin Street
Houston, Texas 77004
Mr. Richard Hunter, Sales Representative

"Life on the Rocks" (3 filmstrips)	$ 59.00

GUIDANCE ASSOCIATES
757 3rd Avenue
New York, New York 10017

"Developing Values (Parts I & II)	$ 41.50
"Shaping Identity (Parts I & II)	41.50
TOTAL	$234.00